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ABSTRACT

The Pupil Adjustment in a Desegregated Setting (PADS) project was carried out in three stages. During the first year of operation, curriculum materials were developed for use in desegregated classrooms in grades six through ten. The PADS materials focus on human relations and the cognitive and affective concepts crucial to group development. Program evaluation materials were also identified during the first year. The second year of the project was devoted to further refinement of the curriculum materials and the development of field test procedures. At this time a pilot field test of the materials was carried out in workshops and classrooms with parents, students, teachers, and counselors from the Cleveland (Ohio) City School District participating. During the third year, the PADS materials were more extensively field tested. Evaluative findings indicated that the materials were effective and were considered by educators to be a valuable tool for teachers working in desegregated settings. Tables of data are included and evaluative information is appended. (MK)

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Pupil Adjustment in a Desegregated Setting

Cleveland Public Schools
Cleveland, Ohio

PROJECT TERMINATION REPORT

FUNDED UNDER ESEA TITLE IV-C

Ohio Department of Education
Division of Planning and Evaluation

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January, 1981

ESEA TITLE IV, PART C

PUPIL ADJUSTMENT IN A DESEGREGATED SETTING

September, 1977 - August, 1980

PROJECT TERMINATION REPORT

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PUPIL ADJUSTMENT IN A DESEGREGATED SETTING

September, 1977 - August, 1980

PROJECT TERMINATION REPORT

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PUPIL ADJUSTMENT IN A DESEGREGATED SETTING PROJECT

Cleveland City School District
1977-79

A. Summary

With its inception in 1977, the Pupil Adjustment in a Desegregated Setting project inititated a process of curriculum material development, in-service training, and field testing. As a consequence of these activities, project associates have produced a practical educational resource. The finished product, a manual of strategies and implementations, should assist school personnel, parents, and students in facilitating pupil adjustment to any new school environment. The training manual, however, has been demonstrated to have particular application to those schools implementing a desegregation process. Specifically, the completed manual contains:

- Application guidelines which support the development of: (1) a pre-admission program designed to introduce students to a new school situation; (2) an orientation program that further assists students in their adjustment to a new school setting especially during the first months of their reassignment; (3) school staff implementation procedures which enable staff and students the opportunity to improve communication; and (4) a comprehensive training program that afford parents the opportunity to assist students in their adjustment to a new school environment.

- A series of 115 human relations skill-building activities that deal with cognitive and effective concepts identified as being crucial to group development. The activities are organized under five major sections which include: Team Building, Understanding Feelings, Problem Solving. Communications and Values. Cultural awareness is emphasized throughout these sections.

- Supplemental guidelines which provide training material implementors with: (1) climate modifier activities that can be used to either stimulate or calm a group's behavior; (2) feedback instruments provided to elicit group member response; (3) Spanish translations of key activities included in the manual; (4) biliographic and glossary notations.

During the first funding year (1977-78), the project was managed by a consultant teacher selected by, and working under the guidance of Cleveland's Directing Supervisor of Compensatory Education Programs and the Supervisor of Staff Development. Throughout this period, the project manager and a full-time consultant teacher assistant assumed sole responsibility for the creation of program implementation guidelines, teacher/student/parent training packets. and a guidance orientation program. The project evaluator assisted project staff in the identification of appropriate student/adult attitude instruments, the development of a content-based test instrument, the creation of rating standards used by outside consultants to review training packet content, and the design of a participant workshop reaction questionnaire. The major material development work during the first year of the program was accomplished by the project

manager and a consultant teacher assistant. An eighteen member Advisory Committee composed primarily of practicing Cleveland teachers and counselors, the Community Communication Council, and contracted university curriculum specialists provided consultative assistance on a monthly basis during this same development period. The developed materials and evaluation instruments were pilot tested in eight elementary and secondary Cleveland schools.

During the second year (1978-79), major activities conducted by project staff included further refinement of the teacher/student/parent training packets' content and full-scale field testing. Field test procedures were designed to yield pre/post and experimental/control test and attitudinal score comparisons. During the second project year more than 300 teachers counselors, parents and teachers had the opportunity to sample the project's developed instructional products in actual workshop and classroom circumstances. The field-testing provided program management with valuable input that was used to up-grade the packets' content.

During the final year of the project (1979-80), schools and staff members who had participated in second year activities continued to utilize the project's materials. However, additional schools and staff members, who were not previously involved in program operations, also had the opportunity to utilize the materials. Most of the schools participating in third year project activities were simutaneously involved in the actual implementation of Cleveland's desegregation process. The primary focus of third year project activities involved training teachers and other school personnel in how to present project materials for field test purposes within their respective schools. This was planned with the intent to maximize the potential impact of the materials. Attempts were also made to continue training students in how to use the materials for the purpose of providing participating schools with peer facilitators who could assist interested school staff in implementing the project's training activities. Third year field test procedures were designed to facilitate pre/post test and attitudinal score comparisons of one and two year adult/student participant groups.

Despite this extensive support, program management was forced to implement project activities during three of the most tumultuous years in the history of the Cleveland Public Schools. During the 1977-78 school year, extreme inclement weather resulted in extensive teacher/student absences. The dire financial condition of the schools necessitated a five-week postponement in staff payroll. Similar circumstances affected second year (1978-79) operations. A systemwide employee work stoppage (26 days in length) prevented program management from obtaining needed teacher/counselor assistance. The situation worsened during the final funding year (1979-80). Another employee work stoppage closed schools for an approximate three month period. Program management found staff and student morale greatly affected by this event. Finally, throughout the three years, school staffs and students were confronted with uncertainties and disruptions surrounding the implementation of a court-ordered desegregation plan. These events affected both the project operations and the evaluation activities.

A summary review of the project's three year pilot/field test efforts can provide indications of the training manual's educational potential. The outcomes for the most part provided inconsistent results. A capsulized description of these findings are presented below.

- Twelve of the eighteen PADS experimental site groups (i.e., pre-admission, orientation, and classroom

student groups as well as adult participant groups) studied during the three year funding period demonstrated either (1) significantly greater gains in knowledge test group mean scores than control group counterparts or (2) significant pre to post score differences. Despite the fact that most groups' gains were statistically significant, the actual size of these gains were not large. Further, with the exception of the adults, the levels of knowledge indicated were not high. Despite these inconsistencies, one would have to conclude that the PADS materials did have some impact on assisting participants in obtaining an increased knowledge of group development concepts.

- Attitude survey results also indicated an inconsistent outcome pattern. First year comparisons between experimental and control groups indicated some positive impact on student and adult attitudes. Second year results failed to demonstrate any pre to post improvement among either the experimental or control site student and adult groups. Third year outcomes revealed that significant pre to post score differences were obtained by all student and adult groups studied. The available evidence, although inconsistent, indicates that the training materials had a fairly positive impact on changing the attitudinal behaviors of student/adult participants, especially in the third year.

- Statistical analysis failed to demonstrate any significant differences between first and multiple year adult participants' knowledge test score results. However, when the two groups' attitude scores were compared, the multiple year participants did demonstrate significantly higher scores than did their first year counterparts. Similar inconsistent findings were reported when high and low material classroom use comparisons were studied. High user elementary and senior high classroom groups scored significantly higher on the knowledge test than did their low user counterparts. All high user classroom groups, however, failed to demonstrate a similar finding when attitude survey results were studied. One could, therefore, not conclude conclusively that greater use of project materials would in turn enhance the acquisition of a particular body of knowledge or result in a marked change in attitude.

- During the final year of the project, five of the seven student/adult groups who utilized project training materials did demonstrate a significant pre to post improvement in assessment score ratings of their school environments. This tentative finding may indicate that material use can influence a student's and teacher's perception of his/her own school setting.

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- Stages of Concern (SoC) Questionnaire data did indicate that adults who utilized project training materials demonstrated a developmentally more advanced concern about how the project materials could be used most effectively in their classrooms. Level of Use (LoU) interview results supported this finding. Teacher interviewees demonstrated an increased sophistication in how they used the materials within their classrooms. These findings suggest that as teacher/counselors gain greater familiarity with project materials, they tend to investigate ways in which they can improve their classroom presentation of them.

- An overwhelming majority of adults who utilized the materials indicated extremely positive ratings when asked to assess their over-all instructional usability. University consultants indicated that the final version of the training materials for the most part "completely" met basic curriculum development standards. These outcomes indicate that practicing educators find that the materials possess a high degree of instructional potential.

As a consequence of these findings, this evaluator has concluded that the Cleveland Public Schools should incorporate the use of PADS materials within its existing guidance curriculum on a permanent basis because the materials have been considered by educational practitioners to represent a valuable learning tool. This evaluator further recommends that the Ohio Department of Education adopt the materials for dissemination state-wide. Although not all school systems within Ohio are experiencing court-ordered desegregation implementation, all systems could enhance their existing guidance program by adopting the human relations skill building focus so prominently featured within the PADS materials. Permitting other school systems the opportunity to be exposed to the educational potential of the material packet can be justified as being even more necessary considering the relative unavailability of such materials. For those school systems, however, who are interested in utilizing such materials and evaluating their educational impact, this evaluator recommends that further attention be given to locating or developing a suitable knowledge test and attitude survey that focus upon the user's particular instructional goals.

B. Needs Assessment

In January of 1977 the Ohio Department of Education, Division of Planning and Evaluation, issued its request for proposals (RFP) to meet various identified state educational needs. Included among these requests was the proposed need to develop dropout prevention programs. In particular, local school districts could decide to focus their proposed efforts upon the unique transitional and adjustment problems students would encounter during the implementation of a "desegregation" plan. The highly publicized experiences of the numerous school districts throughout the country who were undergoing this court ordered desegregation (i.e., Detroit, Boston, Milwaukee, etc.) and the realization that many of Ohio's urban school districts were or would soon be confronting similar litigation provided the impetus for such a request.

The Ohio Request for Proposal related to pupil adjustment in a desegregated setting reported, "... it has been hypothesized that the probabilities of not completing an educational program may increase in a desegregated setting". This documented concern suggested three major needs which were to be addressed by those school systems who were intending to submit proposals for funding consideration. This included the need to provide:

1. Programs specifically designed to alleviate the problems of transition and adjustment from one school to another in a desegregated setting.

2. Programs which are specifically designed to reduce fears and misconceptions about racial and ethnic groups and that increase knowledge, values, and communication skills in the area of intercultural relationships.

3. Activities specifically designed to prevent any significant increases in the present public school dropout rate due to desegregation activities, and to fears and misconceptions about other racial and ethnic groups.

Submitted proposals were to concentrate particular attention upon a number of concerns deemed critical to the success of any effort. Included among these were the following:

- school-to-school transition process, especially in a desegregated setting,

- reality variables comprising the students' personal environment.

- change resistance, especially in a desegregated setting.

- factors increasing cross-cultural understanding.

- concept of school and community multiculturalism.

- alleviation of problems which might lead to an increase in school dropout rate due to desegregation activities.

The needs outlined in this RFP appeared to coincide with two major concerns that were confronting the Cleveland Public Schools. First, the existing school program for secondary pupils and teachers did not include comprehensive activities that were designed to alleviate the problems of transition and adjustment from one school to another in a desegregated setting. Yet on August 31, 1976 the United States District Court, Northern District of Ohio, Eastern Division issued a Memorandum Opinion and Order that required the Cleveland Board of Education and the State Board of Education to prepare a system-wide plan of desegregation which could eliminate the existing disparities in the racial composition of Cleveland's schools.*

The second major concern related to the sudden increase in the drop-out rate among senior high school students, a rate that was at a three year high of just over thirteen percent (13.3%) in 1976-77. This rate represented a loss of 3,857 pupils in grades 10, 11, and 12 for that school year. This increase was even more alarming when one considered that the rate had shown a steady decline from the 1969-70 to the 1974-75 school year. The table below graphically portrayed the fluctuations that occurred in the rate during the twelve year period.

DROPOUT RATES
CLEVELAND PUBLIC SCHOOLS

YEAR	DROPOUT RATE SENIOR HIGH
1965-66	12.7%
1966-67	13.1%
1967-68	12.4%
1968-69	13.9%
1969-70	14.4%
1970-71	13.2%
1971-72	12.4%
1972-73	12.6%
1973-74	12.2%
1974-75	10.9%
1975-76	11.2%
1976-77	13.3%

* The Court's findings related to the case entitled, Robert Anthony Reed, et. al. vs. James A. Rhodes, et. al. (case No. C73-1300).

In addition to this sudden increase in the dropout rate, the student withdrawal rate to other school systems appeared to demonstrate a similar tendency. While 1976-77 figures were not yet available, 13,054 Cleveland pupils withdrew to other school systems in 1975-76, while only 9,953 students entered the Cleveland system, a net loss of 3,101 students. When combined, the 1976-77 dropout rate and the 1975-76 withdrawal rate portend a loss to Cleveland Public Schools of well over 6,000 students.

Although one could conclude that pupils were leaving Cleveland's school system for many diverse reasons, the publicized major declines in student enrollment being experienced by other large-city school systems which were undergoing desegregation implementation raised the possibility that the number of pupils lost by Cleveland's school system might continue to increase as local desegregation efforts progressed. With the opportunity available to obtain Title IV-C funding, a committee was formed to further identify needs of Cleveland students within the context of the RFP. The proposal development committee consisted of an administrator, a guidance counselor, and a program developer/evaluator, all representing the Cleveland Public Schools, and a Cleveland State University educator who was familiar with teachers and students in the Cleveland schools. In addition, the committee obtained consultant assistance from various Cleveland Guidance Division representatives and a local business educational representative. (Refer to Appendix A for a list of committee members and consultants).

Meeting twice weekly for four weeks, the committee discussed Cleveland's current and future school organization, and the current and potential needs within those settings. Considering that the school assignments for many teachers and students would invariably change as a result of desegregation implementation, the Committee determined that the proposal's major focus must be upon the development of improved human relations skills and intercultural communications. It was further decided that project efforts would be devoted to the design and development of instructional packages to be used by both pupils and adults. It was envisioned that the packages would contain processes and skills identified as being useful in promoting positive intercultural/interracial activities. Their content could not only include written or textual materials, but also provide workshop/seminar organizational suggestions, a recommended list of consultant services, and other features consistent with sound training practices. Cleveland's existing guidance orientation program was identified as the single most important, operational structure within which such development could be initiated. This program was providing valuable orientation assistance to students upon their promotion to junior and senior high school.

Although it was recognized that all students in Cleveland's secondary schools (grades seven through twelve), as well as their teachers and parents, could benefit from concentrated efforts to improve human relations skills, the committee decided to focus proposal activities upon the four grade levels that were involved in the guidance orientation program (i.e., sixth, seventh, ninth, and tenth). Committee planners felt that with the possibility of receiving a three year grant award, students from these targeted grade levels would change each year, but in a three year cycle each student group could be served twice by trained project personnel. Thus, this potential for doubling the exposure time would provide participants with the opportunity to receive additional reinforcement of

learned skills and knowledge. Furthermore, the second year of participant involvement could enable program management to obtain valuable longitudinal data that could be used to assess project design effectiveness. Finally, although the main student training efforts would be at the grade levels previously indicated, the training provided to teachers and guidance counselors would assist in the development of intercultural/interracial communication skills useful at all secondary grade levels.

On April 15, 1977, the planning committee submitted, for funding consideration, a proposal which incorporated the rationale cited above to the Ohio Department of Education, Division of Planning and Evaluation. The proposed project was entitled, Pupil Adjustment in a Desegregated Setting (PADS).

C. Project Goals

Upon receiving Title IV-C grant award notification, Cleveland's Pupil Adjustment in a Desegregated Setting Project initiated operations to achieve various goals. These goals, which are listed below, appear as they were presented in the 1979-80 Continuation Proposal.

First year project goals:

- To develop instructional packages for use by pupils and adults; these packages to focus on the processes and skills necessary for positive intercultural activities and adjustment in a desegregated setting.
- To pilot test the instructional package with pupil and adult groups.
- To refine the instructional packages on the basis of the pilot test results.

Second year project goals:

- To prepare staff, parents, and students to function effectively and positively in a desegregated setting.
- To prepare staff members in sender schools to work effectively with students who will be entering a desegregated setting.
- To develop procedures to effectively integrate students into the receiver schools.
- To develop an effective preadmission and orientation program designed to familiarize incoming students with the staff and programs of the receiver schools.

Third year project goals:

- To demonstrate the effectiveness of sequential use of project materials by Fall, 1979, field testing of the orientation materials with students who used and who did not use the preadmission materials during Spring, 1979.
- To implement the PADS preadmission program in all Cleveland junior high schools which can conveniently use the project's program during the Spring of 1980 and initiate activities to incorporate the orientation program for the same students in the Fall of 1980.

D. Program Description

The PADS project was intended to provide a unique opportunity for teachers, guidance counselors, and parents from selected schools in Cleveland to improve their knowledge of the transitional and adjustment issues associated with the desegregation process. Also, they were expected to be provided with locally constructed instructional resources that would enable them to exert a greater positive influence upon this social change process which was occurring within their schools. Concomitantly, students who utilized PADS materials were to be afforded the opportunity of being exposed to the value of interracial understanding and cooperation. The following presentation will provide a more detailed description of the Project's operational activities as they progressed during the three-year grant period.

I. First Year Activities and Timeline (1977-78)

Staff Recruitment and Proposed Operational Focus

Although funding for the project's initial year of operation became effective on August 29, 1977, staff appointments were not finalized until October 7, 1977. This delay was attributed to difficulties experienced in identifying a project manager appointee. These difficulties were resolved with the appointment of Mr. John Ryan. The project manager nominee possessed twelve years of secondary school experience as a master social studies teacher, administrative intern, and guidance counselor. Mrs. Charlottee Stevens, a former Title I project manager and elementary teacher, was named the project's consultant teacher assistant. Full-time staff appointments were made complete with the hiring of an experienced clerk and a media technician. Project operations, however, did not officially commence until November 1, 1977. This delay was due to the need to identify a suitable replacement who could assume Mr. Ryan's guidance counselor responsibilities. In total, the initiation of project activities was delayed by approximately two months.

Upon assuming operational responsibilities, program management instituted a recruitment process in efforts to identify a Community Communications Council and Advisory Committee. As required in Title IV-C guidelines, the Council was to be composed of a minimum of five lay persons (non-educators and non-employees of the school district) representative of the Cleveland community. As a consequence of the members' interest and activity in community affairs, it was assumed that the Council would provide the community with information regarding project activities as well as provide input to program management regarding the appropriateness of such endeavors to local conditions. Although not obligated to appoint an Advisory Committee, program management believed that it would be profitable to have access to the insights practicing educators possessed regarding the suitability of the various instructional activities that would be developed by the project staff. As outlined in the project's proposal, it was anticipated that the Council would meet on a minimum of four occasions during the first funding year. The Advisory Committee, however, was scheduled to attend two workshops a month during the first semester of the 1977-78 school year. These workshop meetings would then be held on a less frequent basis during the second semester of the school year (i.e., a minimum of one workshop per month).

As a result of recruitment efforts, which were conducted primarily during the month of November (1977), a total of 12 interested community organizations identified representatives to serve as Council members. The appointed 18 member Advisory Committee consisted of administrators, counselors, and teachers from both the elementary and secondary schools of Cleveland. Non-public school representatives declined to participate in project activities. The project's goals were not viewed as being compatible with their immediate needs. (Refer to Appendix A for a complete list of Council and Committee participants).

Due to the late starting date of the project, program management was able to schedule only one of the three planned meeting sessions of the two groups during November of 1977 (i.e., the Advisory Committee met on November 22, 1977). Subsequently, the groups did meet as prescribed during the remainder of the grant period. Project records indicated that program management, with Council/Committee representative assistance, expended a great deal of energy informing participating school staffs, students, and parents of project goals during the three year funding period. Special efforts were made to elicit parents' active involvement in project activities. A variety of methods were used to publicize parental meeting dates. These methods included consistently sending literature home with students in project participant schools, publishing information in a variety of neighborhood newspapers, and establishing an active speaking program throughout the community.

Concomitant with the identification of Council/Committee membership, program management prepared developmental and implementation guidelines that would provide structure to all activities conducted during the first funding year. The project's manager and consultant teacher were primarily responsible for designing all instructional materials as well as planning and conducting the various committee meetings/training workshops. As specified in the project's proposal, instructional material development commitments included preparing:

- Teacher/student training packets which were to be used primarily in Grades 7 through 12 to promote positive attitudes regarding desegregation and to encourage cross-cultural understandings. Each packet was to consist of guidelines for implementation, leader/trainer background information, suggestions for organization, activities, and evaluation.

- A pre-admission orientation program geared to pupils in the sixth/seventh grade and ninth/tenth grade sequences that would attempt to ease the transition of students from elementary to junior and junior to senior high schools. The developed program was to utilize project materials designed not only to reduce fears and misconceptions about other racial and ethnic groups, but to assist students in their adjustment to a new school setting.

- Parent training packets that would assist parents to work with student groups, aid teachers within the classroom setting, and serve as discussion leaders during student training sessions.

In addition, program management was expected to collaborate with the project evaluator in the identification and/or development of appropriate

evaluation instrumentation that was to be used to measure the effectiveness of activity outcomes. Such instrumentation was to include:

- Committee meeting/training workshop participant reaction questionnaire.
- Knowledge test designed to measure student/adult acquisition of basic understandings necessary for effective adjustment in a desegregated setting.
- Attitude survey(s) designed to assess student/adult expositions regarding effective adjustment in a desegregated setting.

Finally, program management was to be responsible for insuring that the proposed committee meeting/training workshop sessions were held throughout the duration of the first funding year. These sessions were to include:

- Community Communication Council meetings (four meetings per year).
- Advisory Committee workshops (first semester-two workshops per month, second semester-minimum of one workshop per month).
- Pre-pilot workshops (first semester-at least six workshops).
- School staff workshops (second semester-at least one workshop per month, but at least two workshops before beginning student training).
- Parent workshops (second semester-at least one workshop per month).
- Student training classes (as required by the developed curriculum).

Actual Operational Implementation

Instructional material development was initiated immediately after the project manager assumed operational responsibilities (November 1, 1977). Although the majority of product development was accomplished by program management, two professors from Cleveland State University's Department of Education were contracted to provide consultant assistance within specific developmental areas. The Advisory Committee workshops scheduled during this developmental period permitted the Committee's practicing educators the opportunity to review the tentative products developed by program management and enabled them to suggest revisions. Additional pre-pilot workshops were held to provide Committee members with instructions that would assist them to introduce the products within their classrooms on a developmental try-out basis. All workshops were scheduled during the regular school day with substitute teachers being hired to insure members' attendance at such meetings.

As proposed, material development activity was to be complete by January 13, 1978. A number of factors, however, intervened to preclude accomplishing this task within the prescribed timeframe. The first of these factors involved the delay that occurred in initiating project operations. As previously mentioned, difficulties were encountered in appointing a project manager. This contributed to a two month delay in the start of the project. A second disruptive factor involved the extreme inclement weather which caused schools to be closed and development work to cease for a total of seven days during December (1977) and January (1978). A final unforseen circumstance related to the dire financial crisis which confronted the Cleveland School System. It was found impossible to pay employees during a five week period. This situation contributed to an unusually high rate of student/teacher absences and ultimately culminated in a number of sporadic employee work stoppage. As a result, program management was unable to conduct an adequate pre-pilot testing of the instructional products that were to be drafted during this period. The financial problems also interfered with the delivery of purchased office equipment and instructional resource materials. Vendors were reluctant to send program management requested items until full payment was obtained from Cleveland's Business Department. As of January 31, 1978, program mamagement had only received a typewriter. Other needed equipment had to be borrowed from alternative sources which proved to be time consuming. The progress of product development was also contingent upon obtaining important resource materials. The slow delivery of these critical materials not only hampered this development, but made it impossible to complete tentative drafts of the knowledge and attitude evaluation instrumentation during the prescribed time-frame.

As a consequence of these difficult circumstances, program management was granted a 60 day extension to purchase required items and was permitted to delay pilot testing of their developed products. Despite this approval, program management continued to report having difficulty finding adequate time to design project materials due to the frequent number of school staff workshops that had to be planned and conducted simultaneously with these development activities. The workshops were primarily held to orient school staffs to the pilot test process.

Pilot Test Implementation

Pilot implementation of project materials was to begin no later than February 6, 1978 and be completed no later than April 28, 1978. Approved timeline revisions, however, permitted such implementation to occur between March 7 and May 26 of 1978. A total of eight Cleveland elementary and secondary schools participated in the pilot testing of the teacher/student training packets and the pre-admission orientation program. (Refer to Appendix A for a list of 1977-78 project schools). Four of these schools were designated as experimental pilot sites where materials were actually implemented within classrooms and evaluation instrumentation data were gathered. The remaining four schools participated as control sites where students were only administered project evaluation instrumentation. Project materials were not introduced within these control site classrooms. Attempts were also made to collect attendance data from each of the eight schools with the intent to monitor the retention rate of the participating student populations. A reliable attendance study, however, was not obtained due to the disruptions that occurred in the school year and the late date of the pilot implementation process.

During the pilot testing, all secondary experimental and control schools identified at least one volunteer teacher-counselor team. Additional classroom

teachers were recruited from both elementary and secondary project schools to insure adequate representation from Grades 6, 7, 9 and 10. The volunteer staffs from the identified experimental school sites attended workshops scheduled at least once per month throughout the duration of the pilot test process. These sessions enabled program management to train teacher/counselor participants in how to utilize project packets. Also, these sessions afforded program management the opportunity to obtain user feedback for revision purposes.

As previously mentioned, both experimental and control site student participants were administered a knowledge as well as an attitude evaluation instrument on a pre and post basis. Advisory Committee members and all school staff participants were also administered the identical evaluation instruments in an effort to obtain information regarding the impact of workshop activities.

A variety of other activities were attempted to be conducted during the project's first funding year. Such attempts, however, proved to be of minimal success. Volunteer guidance counselors, for example, were to introduce pre-admission program materials to graduating students in Grades 6 and 9. To initiate a successful pre-admission program, it was anticipated that potential graduating students would have the opportunity to physically view their respective receiver school. In accomplishing this task, it was necessary to obtain transportation for the students. Cutbacks made in the Cleveland Public Schools budget made it impossible to obtain funds for transportation purposes. These budgetary problems interferred with the proposed plan to train student leaders in the use of project packets. A demonstration classroom was to be maintained for the purpose of having a central location for such training. Busses, however, could not be obtained to transport students to the classroom. Finally, it was proposed that parents would be recruited from various school parent organizations in efforts to train adult volunteers in the use of the project's materials. Such training was to take place at special parent workshops scheduled on a monthly basis. Although a concerted effort was made to encourage such participation, the six workshop meetings scheduled were so sparsely attended that program management was unable to obtain valid evaluation data. Program management attributed the lack of parent involvement to the issue of "forced bussing" rather that to the objectives of the project. It appeared that many parents believed that showing any support for the project would be interpreted as approving of the "bussing issue".

Culmination of First Year Activities

Despite the major difficulties which program management was forced to contend with during the first operating year, student, teacher, and parent training packets and a pre-admission/orientation program were developed. Also, the majority of these materials were pilot tested and evaluation data was obtained. Four university consultants were contracted to review the tentative products and a six member summer revision team composed of selected Advisory Committee members had the opportunity to refine the materials prior to initiating the second year of project operations.

In planning for second year activities, program management found itself still faced with a number of disconcerting problems. As outlined in the monthly project reports, these problems included the continued unavailability of needed equipment which contributed to hampering the development of planned multi-media materials, low staff morale brought about as a result of continued payroll uncertainties, and the inability of program management to gain information that

would insure that future project objectives and activities were coordinated with the court ordered desegregation plan.

II. Second Year Activities and Timeline (1978-79)

Proposed Operational Focus

The major thrust of second year activities involved field testing the developed project materials within an expanded number of schools. It was anticipated that two of the eight first year pilot test schools (i.e., A. B. Hart Junior and South Senior High School) would continue as implementation sites during the 1978-79 school year. In addition, a total of five elementary and four secondary schools, which had no previous involvement in first year project operations, were identified to participate. The primary recipients of project materials were to be graduating Grade 6 and 9 students who would be assuming new school assignments in the Fall of 1979 and Grade 7 and 10 students who had recently arrived in their new junior or senior high school setting. Guidance counselors would be expected to utilize the project's pre-admission program with the former group and the orientation program with the latter group.

As a result of using the materials "experimental" classes were to demonstrate significantly greater improved knowledge and attitudes regarding the desegregation process than their "control" class counterparts. Plans were also to be made to observe participating teachers and students from experimental field test sites on a regular basis during the school year. It was hypothesized that these participants would exhibit a "greater percentage of positive interracial incidents after using the PADS materials and activities than before using the materials".

In efforts to facilitate the proposed field test process, program mamagement intended to conduct at least four days of training (6 hours per day) during August and September of 1978 for at least one guidance counselor from each participating secondary school. At these sessions, counselors were not only to be instructed in how to use the PADS materials, but were to be trained to provide PADS leadership within their respective buildings and feeder elementary schools. In addition, monthly workshops were to be conducted throughout the entire 1978-79 school year for interested administrators, teachers, parents, and other non-certificated staff members from the project's 11 participating schools. As stated in the project's 1978-79 Continuation Proposal (p. 17), these workshop sessions were to be aimed at "providing both knowledge and direct experiences with using the PADS materials so that the participants can feel comfortable with the fact that they know what to do, why to do it, and what it all means". Program management and/or outside consultants were to assist the participants in how to actually utilize the project's materials within small and large student group settings. In addition, the sessions were to provide a source of feedback that would help to evaluate the PADS materials for revision purposes.

At the start of the 1978-79 school year, the project's developed packet consisted of a series of 50 student activities designed to assist those who would be affected by the desegregation implementation process in working as a team, understanding each others feelings, mutually solving problems, communicating, and understanding the dynamics of value formation. Implementation guidelines were included to explain how these activities could most profitably be used in a pre-admission or orientation guidance program. Initial student participation was to

occur in Cleveland's guidance orientation classes. Based on the implementation plan developed by the PADS staff and guidance counselors, PADS activities were then to be prescribed for those homeroom and classroom teachers who were participating in the monthly workshops. Pre-admission guidance students were to utilize the materials toward the end of the school year as preparation for their move into either junior or senior high school during the Fall. It was also hoped that the proposed student facilitator and parent training programs proposed to begin during the initial funding year would finally be established. An additional certificated and non-certificated staff member were to be hired to assist program management in these endeavors. Also, the Community Communication Council as well as Advisory Committee were to continue to meet on a regular basis.

Actual Operational Implementation

The implementation of PADS project activities was once again hampered by a number of unforseen circumstances which occurred throughout the second funding year. As a consequence, program management was forced to make major alterations in their proposed operational plans. A descriptive account of program management's response to these problems follows.

Although school did begin as planned on September 6, 1978, a systemwide employee work-stoppage forced operations to cease a short time thereafter (i.e., September 11, 1978). This situation prevailed for a total of 26 days. It was not until October 17, 1978 that school operations resumed. Consequently, school staff participants could not be immediately identified and critical counselor training workshops were temporarily postponed. All planned pre-testing of adults and students, scheduled to begin in September was not able to be fully inititated until December of 1978. Also, some difficulty was encountered in identifying valid measurement instrumentation for field test purposes. As previously described, a knowledge test and attitude survey were to be used as pre-post instruments. A 32 item knowledge test was developed during 1977-78 and was revised slightly for use during 1978-79. The attitude survey, however, which was used during the first project year was found to be unsatisfactory. As a result, an extensive search for a valid instrument was made by the project's evaluator during the Summer and Fall of 1978. The Midwest Regional Exchange Staff of Cemeral, Inc. was able to locate one instrument which, with modification, appeared to be useful to determine the attitude levels of both adult and student PADS participants. All proposed post measurement activities were completed by June 23, 1979. As a consequence of the delay in beginning the field test process, the period allocated for actual implementation of project materials was reduced from the proposed 145 days to approximately 110 school days. Project records indicated that approximately 30 school personnel and more than 300 experimental and 120 control group students participated in the field testing.

During this same funding grant period, the Cleveland Board of Education decided to make major alterations in the schools' staffing structure in an effort to reduce an existing general operating fund deficit. As a result, various school personnel were either laid-off or received a demotion in job title. Program management found itself faced with the problem of not being able to obtain consistent staff representation at its planned monthly meetings. These meetings were to provide experimental school site counselors and teachers with the training needed to introduce project activities to their students during the field test process. Because of the reduction which occurred in school staff membership, principals

were reluctant to release staff to attend these project sponsored workshops. Financial cutbacks also created a critical shortage of substitute teachers in both elementary and secondary schools. The December, 1978 monthly report filed by program management explained the situation as follows: "This shortage effects both our pilot (experimental) school workshops and advisory committee. When substitutes are not available, teachers cannot attend our workshops or meetings". Although this situation appeared to improve slightly during the school year, very few project participants were able to attend all meetings on a consistent basis. Project records indicated that 8 of 12 planned workshops were held for project experimental school staff participants during the year. In addition, monthly Advisory Committee meetings were held as proposed during this same period Workshop meetings were held at a local Holiday Inn between the hours of 9:00 A.M. and 3:30 P.M. Advisory Committee members met at the project's office site located in a Cleveland Public School.

Cleveland's budgetary problems and a reduction in anticipated Title IV-C grant monies had additional effects upon project operations. The schools' budget reductions, for example, completely eliminated two agencies that provided valuable support assistance to program management during the first funding year. With the dissolution of the Department of Staff Development and the Division of Guidance, program management was required to spend an increased amount of time coordinating planned project activities with each participating school principal and guidance department during the second project year. Previously, such planning was centralized under the auspices of these two school agencies. Further, a reduction in the anticipated Title IV-C grant award made it impossible to hire two additional staff members which were to work directly with student facilitators in the secondary experimental school sites. The proposed plan, however, to train these students at individual workshop sessions remained as a program requirement. Program management had intended to train a total of 50 students during the 1978-79 school year (i.e., 20 students during the regular school year and 30 students during the summer). Recruitment of students to participate in such summer sessions was found to be impossible due to the late closing date of schools (June 30, 1979) and the elimination of monetary stipends. In anticipation of these difficulties, program management, with guidance counselor assistance, was able to provide a total of 60 students with training during the school year. A total of 28 students attended four facilitator workshops held at the project office and eight additional students were trained at special workshops scheduled in each of the four secondary schools. By including more students in the regular workshops and expanding the on-site training sessions, program management was able to involve an increased number of students without conducting summer sessions.

Program management was forced to contend with a third circumstance which impacted project plans. This involved the continued uncertainty regarding the initiation of Cleveland's desegregation process. Although scheduled to begin in September of 1978, a series of judicial reviews and an indefinite stay in the court order made it extremely difficult to anticipate the extent of participating school involvement. However, on January 22, 1979, Cleveland's Department of Desegregation Implementation recommended, and the Cleveland Board of Education subsequently agreed, to initiate the desegregation process on a voluntary, but limited basis in approximately nine junior high schools beginning in February of 1979. As implemented, this process did not directly involve any of the project's second year participating schools. The project's pre-admission program, however, was unable to be fully implemented due to the uncertainty regarding 1979-80 school feeder patterns. As previously mentioned, the intent of the pre-admission

program was to provide anticipated Grade 6 and 9 graduates with PADS activities in efforts to support their adjustment within a junior/senior high school setting. Participating school administrators were reluctant to commit their guidance staffs to full-scale implementation of this facet of program operations when they were unsure of what schools would be sending students to their buildings. Consequently, project records indicated that only one of the four participating secondary experimental site schools conducted complete pre-admission activities.

Program management was not alone in contending with the unsettled circumstances which confornted Cleveland school personnel. The project's evaluator found himself unable to conduct anticipated observations of students and teachers to measure the extent of "positive interracial incidents" that may have occurred as a result of PADS activity use. With the extension of the school year, school personnel were found confronting an atypical atmosphere in their buildings. Planned attempts to observe teachers in these situations were not favorably received. Therefore, observation activities were canceled.

The evaluator, however, was able to gather information regarding the actual use of the project's materials during the field test process and obtain user assessments of their value. Four members of Cleveland's Division of Research and Development obtained three days of intensive interview training which assisted in partially accomplishing this task. As a result of this training, the team was certified to conduct the Level of Use (LoU) interview process formulated by personnel at the University of Texas. The LoU process was created to yield measures of material use without conducting a series of structured observations. The evaluator also administered an additional instrument designed at the same university, entitled the Status of Concern (SoC) questionnaire, to all experimental site staff participants on a pre-post basis. This questionnaire was to provide information regarding users' concern about how to present the materials.

Culmination of Second Year Activities

Although program management was forced to operate within a restricted timeline schedule and was faced with staff/student morale problems, the majority of tasks associated with the field test process were accomplished. In addition, monthly reports indicated that parent participation had steadily improved throughout the second year of the project. Program management, however, still found that desegregation remained a sensitive issue which discouraged many parents from participating. Instead of holding separate workshops, parents were invited to attend experimental site staff sessions.

Project staff was also able to begin translating selected packet activities for future use with Spanish-speaking groups. A slide-tape presentation regarding the PADS program was developed and put to use by program management at various school/community group functions. Project activities received a large amount of exposure as a result of numerous articles which appeared in many neighborhood newspapers. Most packet activities received further refinements. This was accomplished by the project staff during the school year and by four Advisory Committee members who worked through the Summer of 1979. Finally, as was accomplished during the first year of Project operations, a team of three university consultants reviewed all packet materials and supplied program management with a rating assessment.

Program management provided Ohio's Department of Education with its own assessment of second year activities. The following remarks were recorded by the

project manager in the April 2, 1979 monthly report:

> "Generally speaking, with the few exceptions noted under Concerns/Constraints, this years project is operating much more smoothly and efficiently than last years program. Reactions from participants, observers, and school personnel continues to be very positive and encouraging. We are very pleased with the progress in refinement and revision of packet contents".

III. Third Year Activities and Timeline (1979-80)

Proposed Operational Focus

The primary aim of third year operations was to demonstrate the effectiveness of sequential use of project materials by field testing them a second time. It was anticipated that comparisons of various evaluation data results could be made between those groups who had utilized the materials two years (or more) versus those who had initially used the materials during 1979-80. It was hypothesized that two year users of PADS materials would demonstrate a significantly greater improvement in attitudes, knowledge, commitment to use the materials, etc. than their first year counterparts.

The operating mechanics implemented during the project's second year were to be duplicated the third year. The primary activities that were proposed to be continued included:

- Scheduling at least six training workshops for one and two year guidance counselor participants in efforts to facilitate their implementation of the project's pre-admission/orientation program and insure that they possessed the ability to coordinate the training of teachers within their respective schools.

- Conducting at least seven training workshops for one and two year adult participants (teachers, administrators, parents, etc.) with the intent to promote the diffusion of project materials beyond the schools' guidance program into the classroom.

- Holding student facilitator workshops for those participants who had previous involvement in project activities as well as for new student recruits with at least ten workshops being scheduled for each group.

- Insuring that meetings of the project's Community Communication Council (at least four meetings were to be scheduled) and the Advisory Committee were held on a regular basis throughout the duration of the third project year.

School participation was to be increased from the second year total of eleven to a new total of 16 (i.e., four senior, four junior, and eight elementary schools). All third year schools were to be fully involved with the implementation of project materials. Third year project schools demonstrated variations in the number of years of project involvement (i.e., three schools participated

years, four participated two years, and nine participated for the first time). It was anticipated that adult participation would be increased from the second year total of approximately 33 to an estimated number of at least 50 individuals. Student involvement would increase from approximately 430 to 1,400 students and the 50 second year student facilitators would be expanded to include at least 20 additional students. It was also indtended that renewed efforts would be made to attain greater parent participation than had existed during the previous two years of project operations.

In addition, Cleveland's Department of Desegregation Implementation had requested that project materials be used in all schools that were tentatively scheduled to participate in Phase I of the desegregation plan. Phase I was structured to involve a total of 34 elementary and secondary schools located within three of the system's organizational clusters and was to begin during September of 1979. The increased staff and material reproduction cost required for this additional project implementation was to be provided by ESSA funds. Although the operations and evaluation of these activities were to be conducted separately from Title IV-C efforts, it was anticipated that PADS program management would find it necessary to provide an extensive amount of consultant assistance throughout the duration of this endeavor.

With respect to the evaluation design, alterations were proposed in an effort to obtain information which would be relevant to the change made in the focus of third year outcomes (i.e., the impact of long-term use of materials). As alluded to earlier, all participating schools would be expected to implement the project's materials. Although a pre-post evaluation design would remain, attention was to shift from experimental and control group comparisons to analyzing the differences that may exist between two (or more) and one year adult/student participant data outcomes. The primary instruments used to gather third year data would continue to be the attitude survey and knowledge test as well as the SoC questionnaire and LoU interview process. All of these instruments were used during the project's second year of operation. In addition to these instruments, however, it was decided to introduce a locally constructed school questionnaire and an Actual Use Record form. The school questionnaire was to be administered to both adults and students on a pre-post basis in an effort to ascertain whether respondents preceived any noticeable change in their respective school environments as the third project year progressed. The Actual Use Record form would be completed by counselor/teacher participants after each project activity was introduced within their classroom. This record would provide information regarding the extent of activity use as well as offer participants the opportunity to assess activities on an individual basis.

Actual Operational Implementation

Prior to the implementation of third year project activities, the United States District Court, on July 30, 1979, gave final approval of a comprehensive desegegation plan submitted by the Cleveland Board of Education. The uncertainity regarding the sequence of school involvement that for two years had hindered program management in planning project activities, especially those associated with the pre-admission guidance program, appeared now to offer some hope of being resolved. The plan called for desegregation to be completed in three phases beginning in the Fall of 1979. As previously mentioned, Phase I of the plan was to impact a total of 34 schools beginning on September 10, 1979. Phase II was to be inititated on March 17, 1980 and impacted an additional I9 secondary schools.

Phase III would include the remaining Cleveland schools during the Fall of 1980.

Although the voluntary process of desegregation implementation initiated in February of 1979 did not directly affect participating second year project schools, Phase I and Phase II plans did in fact require a massive reassignment of students attending most of the 16 third year project schools. Phase II student reassignments which were made in March of 1980 had the greatest impact upon the project's proposed evaluation plans. Many students who initially became involved in project operations during September of 1979 found themselves in non-participating schools during March of 1980. As a consequence, it was found extremely difficult to maintain an adequate sample of students for which both pre and post data could be obtained. Furthermore, this massive dislocation of students made it impossible to identify participants according to the number of years they were involved in the project. The project evaluator, therefore, was unable to obtain student data regarding the long-term use of project materials. It was, however, possible to classify adult participant involvement and obtain proposed comparison results.

The peaceful implementation of Phase I desegregation plans occurred on September 10, 1979. Although the implementation delayed the start of schools by eight days, program management was able to conduct planned Advisory Committee and Community Communication Council meetings for September. Third year counselor/teacher participants were identified and the project manager was able to attend various parent meetings to seek their renewed involvement in project activities. The first student facilitator meeting scheduled in September was postponed because of the late start of school, but program management immediately scheduled two meetings for November. The pre-testing of students involved in the orientation guidance program and volunteer teacher classrooms was completed by October 17, 1980. Adult pre-testing was accomplished at the initial field test workshop held on September 27, 1979.

Immediately following the completion of the project's pre-test activities, a prolonged employee work stoppage occurred. Officially beginning on October 18, 1979, the employee's action forced schools to close on November 7, 1979 and prevented them from re-opening until January 4, 1980. As in the two previous years of project operations, program management was again confronted with a disruptive circumstance which required additional alterations to be made in the project's timeline and operations. Although program management and other school administrators remained on the job, the absence of students and teachers made it impossible to schedule most of the planned activities for an approximate three month period. During this period, however, program management met with all of Cleveland's junior high school principals to describe how PADS materials would be introduced within their schools, held a Community Communication Council meeting, and continued with the refinement of project materials.

With the culmination of the work stoppage, program management submitted and the Ohio Department of Education office approved a revised project timeline. Despite the approximate three month delay, the number of actual school days in which operations could function were not drastically reduced due to the cancellation of holidays and the extension in the school year (i.e., schools closed for the summer on June 30, 1980). As a result, program management reported that it was possible to complete the proposed number of workshops and most other activities as planned.

As the funding year progressed, program management was able to conduct all adult workshop and committee meetings that were proposed; complete student

facilitator training in the project's participating schools as well as hold additional training sessions at the project's office site; expand project activity awareness by addressing numerous school and community groups; and assist the ESAA student Training component in utilizing project materials. Post testing of student participants was completed by June 6, 1980. Adults completed their evaluation activities at the last workshop session held on June 12, 1980. The three university consultants contracted to review final versions of all project materials completed their rating reviews on June 25, 1980.

The disruptive elements which occurred during the third year of operations contributed to the cancellation or alteration of only a few activities originally proposed in that year's continuation proposal. The following provides a brief description of these occurrences.

- As previously mentioned, the massive student school re-assignments which occurred during the implementation of Phase II of Cleveland's desegregation plan made it impossible to collect sequential student evaluation data.

- The prolonged employee work stoppage made it impractical to conduct pre Level of Use (LoU) interviews. The evaluator obtained Ohio Office of Education approval to eliminate this activity with the stipulation that post interviews would be scheduled.

- Due to the re-assignment of the project's evaluator (Dr. Kenneth Osicki), evaluation responsibilities were assumed by this writer (Mr. Ronald Gerboc) on February 5, 1980.

Culmination of Third Year Activities

Despite the difficult circumstances which program management was forced to contend with throughout the duration of the final project year, a packaged kit containing strategies and activities to help facilitate pupil adjustment in a desegregated setting was produced. The finished product contained instructions designed to assist educators in formulating a number of unique instructional programs (i.e., a guidance pre-admission, guidance orientation, student facilitator, and teacher training programs). In addition, 52 individual instructional learning activities were produced that could be used in almost any size group setting of adults and/or students. Many of these activities were also translated into Spanish. In the June, 1980 monthly report the project manager wrote:

> "The project continues to make progress and continues to be supported and utilized by the Department of Desegregation Implementation. As can be observed by the feedback, the reaction to PADS materials and model continues to be very positive."

IV. Budget Analysis

Analysis of the budget indicated that all federal support was granted through ESEA Title IV-C, in the amount of approximately $336,551. Supplementary LEA support through out the three-year period approximated almost $12,000 -- in

administrative/supervisory time and housing the project. Details have been listed below.

- Total federal support under ESEA Title IV-C.....$336,551.19
- Total federal support other than ESEA Title IV-C... -0-
- Total non-federal support (LEA - estimate)..... 11,872.00
- Total project cost.....$348,423.19

E. Project Outcomes

Although original project goals (listed in Section C) were not changed throughout the three year funding period, specific objectives and some features of the evaluation process were revised due to (1) the variety of previously mentioned unforseen circumstances and (2) recommendations made by the (Ohio Department of Education) Division of Planning and Evaluation consultants. Evaluation instrumentation was also periodically revised with approval of the State consultants. (Refer to Section D for more detail regarding these events).

Despite these alterations, three basic types of performance objectives guided project operations from 1977-80. Two of these objective types related more to an assessment of the affective aspects of project endeavors, while the third type was more closely associated with a cognitive learning assessment. The primary focus of each objective type can be described as follows:

Affective Assessments

- improvement of student/adult attitudes toward the desegregation process and racial/ethnic groups.
- documentation of student/adult reactions after utilizing project developed materials.

Cognitive Assessment

- improvement of student/adult knowledge of the desegregation process.

For purposes of organization, data relevant to project outcomes will be presented by type of objective. The presentation will begin with a discussion of knowledge outcomes, proceed with a discussion of attitude findings, and end with a discussion of participant reaction. Each of the three discussions will be presented chronologically from the first grant year (1977-78) to the last (1979-80). In addition, each performance objective presentation will be organized to include: (1) a reiteration of the objective, (2) information related to the activities that were completed to attain the objective, (3) a description of the evaluation methods used to collect data, and (4) a summary drawn from the outcome results. The reader also may encounter a section within each presentation entitled, Supplementary Activities and Findings. The discussion accompanying this heading describes an additional major activity(ies) that was (were) found necessary to conduct to provide greater insight into a particular matter. Selected documentation which supports various conclusions made by this writer will appear in the form of tables/charts throughout this report. Complete documentation, however, is on file in the Cleveland Public Schools' Division of Research and Development.

I. Improvement of Student/Adult Knowledge of the Desegregation Process

Statement of Objective

Year 1: Upon completion of the pilot program, each participant group (students, school staff, parents) will demonstrate greater knowledge about program content than will control groups of non-participants, as demonstrated by a t-test (Alpha = .05) for independent group means on a cognitive test administered at the conclusion of the workshop sequence.

Activities (Year 1)

Subsequent to the completion of the initial draft of all project materials (April of 1978), program management, in collaboration with the project evaluator, developed a 32-item knowledge test based on the content of the PADS training materials. The developed test was intended to measure student/adult acquisition of basic understandings which were identified by program management as being necessary for effective pupil adjustment in a desegregated setting. Although the majority of test items (27) measured specific knowledge understandings, five items (#5, 8, 14, 21 and 22) pertained to information regarding an awareness of project objectives. (Refer to Attachment B-1 for a copy of the test instrument).

Evaluation Methods (Year 1)

As previously mentioned (Section D), a total of eight Cleveland elementary and secondary schools participated in the first year project activities. Four of these schools were designated as experimental pilot sites where training materials were actually utilized in classroom settings. The remaining four schools participated as control sites where teachers and students were only administered project evaluation instrumentation. The PADS staff tried several strategies to obtain parent involvement in such activities but none proved to be successful.

The knowledge test was administered to 12 Advisory Committee members, 69 teachers, and 213 students from experimental and control school sites on a "post" basis only. It was not possible to randomly assign students or staff to the various groups. Reliability data are not available.

The Advisory Committee was tested on May 16, 1978, school staffs were tested the week of May 22, 1978, and all pupils were tested the week of June 5, 1978. All tests were administered to adult groups by the project manager, and to student groups by their teachers. Tests were scored and appropriate group comparisons were made using t-tests for independent measures. Each of the following comparisons was made at the elementary, junior, and senior high grade levels.

1. Advisory Committee - Pilot School Staff
2. Advisory Committee - Control School Staff
3. Pilot School Staff - Control School Staff
4. Pilot School Students - Control School students

Summary of Outcome Results (Year 1)

The results of t-tests on student scores (three comparisons, refer to Attachment B-2) and staff scores (nine comparisons, refer to Attachment B-3) showed significantly greater group mean scores for the experimental groups when compared to the control groups except for the elementary student comparison and the junior high staff comparison. These results support the conclusion that Year 1 knowledge test performance objective was attained.

Statement of Objective

Year 2: Participants will have significantly improved knowledge about PADS content after participating in PADS activities than they had before participation.

Activities (Year 2)

During the second year, two of the eight first year schools and nine previously non-involved schools participated in project activities. The primary recipients of project materials were Grade 6, 7, 9, and 10 students. Guidance counselors implemented the project's orientation program with selected students from Grades 7 and 10. It was not, however, possible for counselors to implement the pre-admission program with Grade 6 and 10 students due to uncertainties associated with pupil desegregation school assignments. Volunteer teachers, however, in each of the cited grade levels utilized project materials within their classrooms.

Evaluation Methods (Year 2)

An experimental-control and pre-post evaluation design was implemented during the second project year. Eight of the participating schools were designated as experimental sites (this included the two schools which had participated in first year activities) and three newly involved schools (an elementary, junior, and senior high school) served as control sites. It was once again impossible to obtain random assignment to experimental/control groups. Guidance counselor/teacher participation continued to depend on volunteers. Student data was gathered from volunteering school staff member classes. Parent data was again not represented in the adult group sample.

The 32-item test developed during the first project year was slightly revised by program management and the project evaluator for use during 1978-79. As mentioned earlier, the majority of items measured specific knowledge understandings. The test, for example, included items related to: application of group skills, meaning of terms, solving group problems, knowledge of ethnic and racial groups, and other content relevant to positive performance in a desegregated setting.

Test reliability statistics were computed for the groups, pre and post, at each grade level. Half of these reliabilities (i.e., 1 of 5 pretest and 4 of 5 posttest) were at the acceptable level ($< .60$) for locally constructed instrumentation. The tests were machine-scored and the reliabilities were calculated as part of the scoring routine. The Kuder-Richardson Formula 20 was used for these calculations. (Refer to Attachment B-5 for knowledge test reliability statistics).

All planned pre-testing of students and adults, scheduled to begin in September, was not fully completed until December 18, 1978. A 26 day employee work stoppage contributed to the postponement of the pre-testing. (Refer to Section D for greater detail regarding this postponement). Post-testing was completed by June 23, 1979. Program management conducted Advisory

Committee/experimental site staff testing at a regular scheduled workshop session. A special test administration session was held for control site staff participants. Both staff groups (experimental and control) conducted student testing within one of their own classrooms. The knowledge test was administered concurrent with other PADS evaluation instrumentation. More than 300 treatment group subjects and over 125 control group subjects were represented in the second year knowledge test sample. Sample data was analyzed by grade and group for presentation purposes.

Summary of Outcome Results (Year 2)

Each group's test scores were paired and t-tests for matched pairs were computed. Significant pre-post gains were made by all treatment groups except for the adult group whose score gain was at the $p < .10$ level. No significant pre-post changes were evidenced by any control group. It should, however, be noted that no control group data were available for Grades 7 and 9 or for the adult group. Refer to Attachment B-4 for a summary of these results. These outcomes verify that Year 2 knowledge test performance objective was attained.

Statement of Objective

Year 3: Participants will have significantly better knowledge about desegregation and group skills after participating in PADS activities than they had before participation. Attitudes and knowledge will continue to be defined as in the 1978-79 PADS Continuation Report.

Activities (Year 3)

As previously noted (Section D), third year school participation increased from a second year total of 11 to a new total of 16 schools. (i.e., four senior, four junior, and eight elementary). Almost half of the third year schools (43% or 7 of the 16) had previously participated in project operations. An overwhelming number of these schools (13 of the 16 or 81%) participated in either Phase I or II of Cleveland's desegregation effort. A total of 43 counselors/teachers volunteered to attend monthly project workshops and utilize the project's training materials within their classrooms. The majority of volunteers (30 of the 43 or 70%) were first year participants in the project. (Refer to Attachment A-1 and A-2 for a complete listing of third year schools and participants).

The 32-item knowledge test used during the previous two years of project operations was administered unrevised to project participants during the final funding year. Third year pre-testing of students and adults was completed one day prior to a prolonged employee work stoppage which officially began on October 18, 1979 and did not end until January 4, 1980. Despite this disruption, school staff volunteers had approximately a six month period in which to utilize the training materials. Program management, however, did not structure the implementation process. Although not mandated,

it was suggested that volunteers attempt to introduce at least one project activity within their classroom per month. Volunteers were permitted to select any of the 52 training kit activities for classroom use. The choice depended primarily on the activity's compatibility with the regular curriculum subject matter being introduced at the moment. In an effort to obtain information regarding the frequency of training material use, program management and the project evaluator designed an Actual-Use Record Form which was to be completed by the volunteer each time an activity was utilized. (Refer to Attachment F-6 for a copy of the form).

Evaluation Methods (Year 3)

The primary focus of third year evaluation efforts was to determine the effectiveness of long-term use of project materials. Although a pre-post evaluation design remained, attention shifted from experimental and control group comparisons to analyzing the differences that may exist between two (or more) and one year adult/student participant data outcomes. As cited earlier, the massive dislocation of students resulting from desegregation implementation school reassignments made it impossible for the project evaluator to identify which students were involved in project operations for one, two and three years. Adult participation, however, was able to be classified to permit the proposed comparison.

Complete pre and post knowledge test data were obtained from 254 students and 26 adults. As proposed, all pre and post evaluation data were to be analyzed according to particular project groups (preadmission, orientation, classroom, and adult) as well as by grade level (Grades 6, 7, 9, 10). Although test data were obtained from each group, it was found necessary to involve other grade levels (Grades 8, 11, 12) on occasion during activity implementation. A total of 19 counselor/teacher classrooms were represented in the field test sample. Classroom teachers contributed the majority of student sample data (14 of 19 classes represented in the field test sample). One field test sample class participated in the guidance preadmission program and four classes utilized the project's orientation program under guidance counselor supervison. (Refer to Attachment A-3 for details regarding the 1979-80 field test demographics).

Summary of Outcome Results (Year 3)

Actual Use Record Forms were returned by 13 of the 19 (or 68%) teachers/counselors included in the analysis. These forms revealed that PADS activities were utilized on a total of 113 occasions during an approximate six month period. Actual presentation made by one volunteer respondent ranged from a low of one to a high of 21. The median number of presentations made by a sample respondent was six. The greatest utilization of activities occurred within teacher classrooms (i.e., reporting teachers used materials on 98 or 87% of the recorded 113 occasions). The preadmission and orientation guidance classes were presented with project materials on a total of 15 occasions (i.e., 6 and 9 occasions respectively). The majority of activity presentations (94 or 83% of the 113 presentations recorded) were from the team building, understanding feelings, communications, and values sections of the training manual. (Refer to Attachment F-7 for further details regarding the responding sample volunteer group's actual use of project materials).

During the third year, it was decided to include only 27 of the 32 knowledge test items in the analysis. Five items were excluded because of their informational rather than knowledge orientation. A review of this data reveal that mean pre-scores ranged from a low of 9.60 (pre-admission group) to a high of 17.42 (adult group), while post-scores ranged from 10.83 (Grade 7-9 classroom group) to 23.08 (adult group). Translated into a percentage of total possible points, pre-score result ranged from a low of 36% to a high of 65% correct, while post scores went from 40% to 85% respectively. Further analysis indicate that five of six student subgroups and the adult group demonstrated a mean gain in score from pre to post test administration. Grade 7-9 classroom group demonstrated a slight decrease in gain score. For all groups, mean gain scores ranged from a low of -.06 (Grade 7-9 classroom group) to a high of +5.66 (adult group). When t-test results, however, were computed only three of the six student subgroups demonstrated statistically significant($p<.05$) pre to post score differences. The t-test analyses also showed a significant difference in adult scores. (Refer to Attachment B-6 for complete test results). As a result of these inconsistent outcomes, this evaluator must conclude that Year 3 knowledge test performance objective was only partically attained.

Supplementary Activities and Findings (Year 3)

Adult Participation Comparison - As cited earlier, this evaluator found it possible to identify the length of adult participant involvement in project activities. Using the adult sample group for whom pre and post test data was available (N=26), knowledge test score results of participants involved for the first time in project activities (N=16) were compared with the scores obtained by adults (N=10) who participated two or more years. It should be noted that in comparison with their first year colleagues multiple year participants had more workshop session exposure, utilized materials in their classes more frequently, and completed the identical knowledge test on more than two occasions. As a consequence of this difference, it was hypothesized that multiple year participants would demonstrate significantly greater improved knowledge of the desegregation process than their first year counterparts.

Differences among the two group's post-test scores were analyzed by analysis of covariance, using the group's pre-test scores as covariates. A review of the analysis revealed that after the post-test scores were adjusted for differences in the pre-test scores, the multiple year participants did not score significantly higher ($p. < .05$) on the knowledge test than did their first year counterparts. (Complete statistical information for the analysis is included in Attachment B-7).

Comparison of High Versus Low Classroom Use of Materials

In an effort to determine what effect frequency of material use would have on knowledge test outcomes, six of the fourteen classrooms represented in the field test sample were placed in two groups according to their teachers' reported use of project materials. The first group, designated high users of materials, reported presenting at least three project activities per month during an approximate six month period. The second group reported utilizing not more than one training activity per month during this same period and were consequently identified as low users. All high user teachers had participated in the project for two or more years, while two of the three low user teachers were participating for the first

time. The third low user teacher had been involved in project activities for two years. Although it was found impossible to randomize each teacher's student participant sample, all classes represented a heterogenous mix of academic abilities due to their involvement in desegregation implementation. Both the high and low user teacher sample consisted of one elementary, junior and senior high school class. Comparisons were made according to grade level (i.e, high user elementary class vs. low user elementary class, etc.). All secondary teacher participants were either Grade 8 (junior high school) or Grade 10 (senior high school) social studies instructors. The elementary teachers were sixth grade instructors.

Differences between the group's post-test scores were analyzed by analysis of covariance, using the pre-test scores as covariates. The analyses reveal that after the post-test scores were adjusted for differences in the pre-test scores, the high user elementary and senior high school groups scored significantly higher ($p < .05$) than did their low user group counterparts. The junior high school groups failed to demonstrate a similar outcome. High user group mean gain scores ranged from a low of +2.88 (junior high school) to a high of +14.48 (elementary), while low user scores ranged from a low of -7.29 (senior high school) to a high of +3.91 (elementary). (Complete data regarding these outcomes can be found in Attachment B-8).

Knowledge Test Reliabilities

Separate pre and post test reliability coefficients were computed for each classroom group (elementary, junior and senior) and the adult group using the Kuder-Richardson 20 statistic. All reliabilities except the elementary pre and senior high school pre were at acceptable levels ($> .60$) for locally constructed instrumentation. However, when pre and post test results were combined and reliability coefficients were computed using the Guttman Split-Half statistic all groups failed to demonstrate reliabilities at acceptable levels. (Refer to Attachment B-9 for a complete listing of reliability data).

II. Improvement of Student/Adult Attitudes of the Desegregation Process

Statement of Objectives

Year 1: Upon completion of the pilot program, each participant group (students, school staff, parents) will have significantly more positive attitudes toward desegregation and racial/ethnic groups than will a control group of non-participants, as demonstrated by a t-test for independent group means (Alpha = .05) on an attitude test administered at the conclusion of the workshop sequence.

Activities (Year 1)

Although the knowledge test instrument was locally developed, project staff and the evaluator conducted an extensive search of the literature with the intent to identify appropriate attitude surveys. The search culminated in the identification of an instrument thought to be suitable for students and a second one for adults. The selection of these instruments was reported in the Monthly Project Report dated February 28, 1978.

A modified form of the Ohio High School Survey Questionnaire (1975) was selected for student use. The form consisted of 32 items, some of which were neutral to the purposes of PADS, thus giving an additional comparison between the control and experimental groups on several factors which it was felt would produce non-significant differences between the two groups. These neutral items were also considered as potential sources of additional student attitudes information which could be used by the project's guidance counselor volunteers. A total of 16 student survey items were identified as neutral in content (i.e., items 7, 8, 10-14, 16-20, 26-28, and 32). The survey's first six items provided demographic information while the remaining ten items were considered to pertain specifically to PADS activities (i.e., items 9, 15, 21, 25, and 29-31). (Refer to Attachment C-1 for the first year Student Attitude Survey).

The adult attitude survey consisted of a combination of four short instruments described in Measures of Social Psychological Attitudes (Robinson and Shaver, 1973), each of which is an assessment for a distinct social attitude variable and possesses the potential to measure the rejection or acceptance of any institutional process. Desegregation, of course, was considered to be the institutional process focused upon in the survey. A copy of the survey can be found by referring to Attachment C-2. A description of each of the four variables (i.e., Values, Status-Concern Dogmatism, and Anomy) can be found in Attachment C-3.

Evaluation Methods (Year 1)

Both the student and adult attitude surveys were administered simultaneously with the project's knowledge test. As described earlier in this Section of the report, The Advisory Committee (12 members) was tested on May 16, 1978, school staffs (i.e., 32 experimental site and 40 control site staff members) were tested the week of May 22, 1978, and all experimental site students (i.e., four schools - 128 pupils) and control site students (i.e., four schools - 143 pupils) were tested the week of June 5, 1978. Because of the special circumstances prevalent in the Cleveland schools it was not possible to randomly assign students or adults to the comparison groups.

With respect to the scoring of the student survey, as mentioned, ten items related specifically to desegregation. (Refer to the description contained in Activities for listing of the item numbers). Of these, one

(Item 22) was omitted because it was worded incorrectly on the copy of the instrument used. The remaining nine items were studied and the results were reported as positive if they reflected desirable outcomes of the PADS program, negative if they did not reflect such outcomes, and neutral if both student groups (experimental and control) responded in essentially the same percentages.

One-way analysis variance (ANOVA) was used to test the significance of the differences between the means of the various adult groups used in this study. Significant F-statistics were analyzed further by running t-tests on all possible pairs of comparison groups.

Summary of Outcomes Results (Year 1)

Student Outcomes - Of the nine outcomes three were positive, five were neutral, and only one was negative. Consequently, it may be concluded that the student portion of this Year 1 objective was attained at a low but satisfactory level. Although a short descriptive summary of these results appears in Attachment C-4, highlighted below is a brief statement of the positive and negative item outcomes. The positive outcomes included:

- Percent of Students Identifying Racism as a Major School Problem -- Experimental students at the junior and senior high levels viewed racism as less of a problem in their schools than did control students. The elementary pupils reported racism as a problem in low and generally similar percentages.

- Acceptance of Other Races, Nationalities, and Religions -- The senior high experimental group was more accepting of other races as neighbors, employees, and citizens than was the control group. The same result was true at the elementary level where the experimental students reported higher levels of acceptance of all three groups in all four categories. The junior high experimental students, however, reported less acceptance on most categories than did control students. (The evaluator rated this outcome as a "fairly positive result when taken overall.").

- Relationships Between Racial and Ethnic Groups in School -- The experimental students at all levels reported that racial-ethnic groups get along well together much more often than did the control groups.

The only negative outcome was recorded for the item appearing below:

- Should Measures Be Taken To Provide Racial Balance In Schools? -- Experimental students in these samples did not prescribe racial balance in schools as a solution to racism. Their control group counterparts, however, demonstrated a greater percentage of students

in the senior and junior high school who did agree with this prescription. Elementary experimental students recorded a greater percentage of students in agreement with this prescription than control students. The majority of students in both pupil groups at all grade levels agreed that any busing should be voluntary, but busing as a solution was almost totally unacceptable to all groups.

(A statistical summary of all student attitude outcomes appears in Attachment C-5).

Adult Outcomes - As discussed, the PADS Adult Attitude Survey consisted of four social attitude measures (i.e., Values, Status-Concern, Dogmatism, and Anomy). The results obtained in three of these four areas (i.e., Values, Status-Concern, and Dogmatism) failed to show significant differences ($p < .05$) between experimental, control, and advisory group means. Anomy was the only area in which a significant difference was detected. This result showed that the experimental and advisory groups had significantly more positive attitudes about their lives and communities than did the control group. If, as suggested by Srole's (1956)* work (also refer to Attachment C-3), anomia is related to the formation of negative attitudes toward minorities, then this result is encouraging. (Note: Srole viewed anomia as an individual's generalized pervasive sense of social malintegration or self-to-others alienation vs. self-to-others belongingness. McClosky and Schaar found that those individuals holding extreme beliefs and having a rejective attitude towards people were also high on anomy). A complete statistical summary of adult attitude survey outcomes appear in Attachment C-6.

As with student attitude results, the former evaluator considered the adult outcome of the attitude performance objective to be "achieved at a satisfactory level". The evaluator, in the 1978-79 Continuation Proposal concluded: "theory suggests that values and status concerns levels would not be amenable to experimental change, while anomy could be changed somewhat by controlled intervention. The results also show that both groups were low on Dogmatism; thus, no differences would be demonstrated".

Statement of Objective

Year 2: Participants will have significantly improved attitudes after participating in PADS activities than they had before participation.

Activities (Year 2)

The attitudes survey which was used during 1977-78 was found not to be satisfactory for measurement purposes. As a result, and extensive search was made during Summer and Fall, 1978 for a valid instrument but none could be found that seemed applicable to the PADS purpose. Supportive of this result are several responses received from prominent persons who work in attitudes measurement which state that such instrumentation has, in effect, not yet been developed. (Refer to Attachment C-7). CEMREL, Inc., however, did locate one instrument which, with modification, appeared useful to determine the attitude levels of PADS participants relative to the various

*Srole, L. Social Integration and Certain Corollaries. American Sociological Review, 1956, 21, 709-716

areas of program concern. The instrument which was finally used is contained in Attachment C-8.

As indicated, eight schools served as experimental sites (i.e., four elementary, two junior, and two senior high schools) and three schools were designated control sites (i.e., one from each representative area) during the second project year. All planned pre-testing of adult and students did not occur until December of 1978. Post testing was complete by June 23, 1979. An approximate 110 day period existed for training activity utilization within the classrooms. Approximately 30 school personnel and more than 300 experimental and 120 control group students participated in Year Two field testing. It was not possible to implement the PADS pre-admission program as required for evaluation purposes. (Refer to discussion in Section D for further details). Both knowledge and attitude testing were completed simultaneously and were concentrated on five guidance orientation/classroom groups from Grades 6, 7, 9, 10 and the adult project participants.

Evaluation Methods (Year 2)

The attitude survey instrument contained a total of 30 statements. Respondents were asked to use a four-point scale of agreement ranging from "strongly agree" to "strongly disagree" when indicating their assessment of each item. The most positive rating possible was 120 points.

Student and adult scores obtained on the survey were paired so that a dependent t-test could be conducted. This procedure was necessary because large groups of subjects were tested, but not all subjects were tested both pre and post. Thus, in order to avoid spurious effects of dissimilar subjects in the comparison groups, only those who took both the pre and the post test were included in the analysis.

Summary of Outcome Results (Year 2)

Comparison of pre-post attitude test group menas can be found by referring to Attachment C-9 of this report. A review of the data indicate that the only statistically significant change in attitude scores was a pre-post decrease ($p < .01$) recorded by the ninth grade experimental group. As a result of these findings, Year 2 attitude performance objective was not considered attained.

Further review of the data indicate that three of four experimental student groups demonstrated pre to post decreases in mean gain scores (i.e., Grade 6, 7, and 9) compared with two of three control groups

(Grade 6 and 7) who demonstrated an increase in score. (Note: It was not possible to obtain Grade 9 control site student data). Grade 10 experimental students demonstrated a slight pre to post increase (from 81.4 to 82.2), while their control group counterparts showed a decrease (from 86.4 to 83.4). The participating adult group demonstrated a slight pre to post decrease in mean score (from 96.9 to 96.3). (Note: It was not possible to obtain adult control group data). When all experimental school site participant groups' post mean score was translated into a percentage of the total of the total positive score possible (120 points), outcomes ranged from a low of 59% of the total points possible (Grade 7) to a high of 80% of the total possible points (Adults). (A graphic illustration of the second year pre-post attitude changes can be found in Attachment C-10 of this report).

Statement of Objective

Year 3: Participants will have significantly better attitudes about desegregation and group values after participating in PADS activities than they had before participation. Attitudes will continue to be defined as in the 1978-79 PADS Continuation Report (pages 20a & 20b).

Activities (Year 3)

Details of third year activities have previously been presented in the knowledge test outcome discussion appearing in this Section (E) of the report. In an effort not to be repetitious, the reader will only be reminded of the more important activities previously noted. Third year school participation, for example increased from a second year total of 11 to a new total of 16 schools. The reader is reminded that there were no control schools in the third year design. It was suggested that teacher/counselor participants introduce at least one project activity within their classroom per month. Despite a prolonged employee work stoppage, participants had approximately six months in which to introduce training materials. Knowledge test and attitude survey administration was conducted simultaneously with pre testing of all groups occurring prior to October 17, 1979 and post testing being completed by June 12, 1980. An Actual-Use Record Form was completed by the teacher/counselor participant each time a training activity was utilized. The identical attitude survey used during the second year of the project was once again introduced to student/adult participants during this third funding year.

Evaluation Methods

As cited earlier, the massive dislocation of students resulting from desegregation implementation school reassignments made it impossible for the evaluator to identify the length of student involvement in project

activities. Consequently, the effectiveness of the students' sequential use of the project's training materials could not be determined. This analysis, however, was accomplished using both adult knowledge and attitude outcomes.

Complete pre and post attitude survey data were obtained from 239 students and 26 adults. All survey data was analyzed according to treatment group type (i.e., orientation, classroom, and adult) as well as by grade level (Grades 6, 7, 9, 10). Due to the incomplete nature of pre-admission group attitude data (i.e., post data unavailable), it was not possible to present this group's attitude outcomes. (Refer to Attachment A-3 for a complete summary of third year field test sample demographics).

As noted, the attitude survey instrument contained a total of 30 statements. Respondents were asked to assess each item using a four-point scale of agreement ranging from "strongly agree" to "strongly disagree". The most positive rating assessment possible was 120 points. Attitude survey scores were paired so that a dependent t test could be conducted.

Summary of Outcome Results (Year 3)

In order to obtain a descriptive summary of training material implementation, the reader is referred to the account appearing in the Summary of (Knowledge) Outcome Results (Year 3) contained in this Section (E) of the report. This description highlights the information contained in returned Actual-Use Record Forms. (Additional record form details can be obtained by referring to Attachment F-7).

A review of attitude survey data reveal that pre-scores ranged from a low of 74.38 (Grade 7-9 classroom group) to a high of 80.69 (adult group), while the post-scores ranged from 81.47 (Grade 7-9 classroom group) to 93.23 (adult group). Translated into a percentage of total possible points (120), pre-scores ranged from a low of 62% to a high of 67% of the total, while post-scores went from 68% to 78% respectively.

Further analysis indicate that all six subgroups for which data was available demonstrated a mean gain in score from pre to post administration. For all groups, mean gain scores ranged from a low of +6.96 (Grade 10-12 classroom group) to a high of +12.54 (adult group). When t-test analyses were completed, pre-post score differences for all subgroups achieved statistical significance ($p < .05$). None of the five subgroups studied during Year 2 demonstrated a similar outcome. As a result of third year outcomes, this evaluator concludes that the attitude performance objective for this year was attained. (Refer to Attachment C-11 for complete details regarding these outcomes and C-14 for an item response summary for each group).

Supplementary Activities and Findings (Year 3)

Adult Participation Comparisons - As noted, it was possible to compare attitude score results of those adults (N=10) who had participated in project activities for two years or more with those (N=16) who had participated for the first time during the last funding year. It was thought that as a consequence of more numerous utilization of project materials, multiple year participants would demonstrate significantly greater improved attitudes regarding the desegregation process. As previously presented, a

comparison of the identical two groups' knowledge test results failed to demonstrate such an outcome.

Differences among the two groups' post-attitude scores were analyzed by analysis of covariance, using the groups' pre-attitude scores as covariates. This same statistical technique was utilized to determine knowledge test outcome comparison. A review of the attitude analysis revealed that after the post-scores were adjusted for differences in the pre-scores, the multiple year participants did obtain scores that were significantly higher ($p < .05$) than their first year colleagues. (Complete statistical information for this analysis is included in Attachment C-12).

Comparison of High Versus Low Classroom Use of Materials

As with knowledge test outcomes, this evaluator made an effort to determine what effect the frequency of material use would have on student attitude outcomes. Six of the fourteen third year field test sample classrooms were placed in two groups according to their teachers' reported use of project materials. The first group of teachers (N=3) reported presenting at least three project activities per month during an approximate six month period (designated high users). The second group (N=3) reported using materials not more than once per month during this same period (designated low users). All classes included in this sample represented a heterogeneous mix of academic abilities. For greater detail regarding the characteristics of these sample classes refer to knowledge test comparison description appearing in this Section (E) of the report under the heading Supplementary Activities and Findings.

Differences between student group post-attitude scores were analyzed by analysis of covariance, using the pre-test scores as covariates. This same statistical technique was used to compare knowledge test outcomes. The attitude analyses reveal that after the post-scores were adjusted for differences in the pre-scores, a statistically significant ($p < .05$) difference was not detected between any high versus low user group scores. (Note: In the analyses of knowledge test results with the same classes, high user elementary and senior high school experimental site classes scored significantly higher ($p < .05$) on the knowledge test than did their low user counterparts). A further review of attitude score comparisons reveal that only the high user elementary classroom group attained a higher mean gain score than did their low user counterparts (i.e., +12.86 vs. +10.09). The junior and senior high user classroom groups had slightly lower mean gain scores than did their low user counterparts (i.e., Junior - +6.30 vs. +7.98 and Senior - +7.40 vs. + 9.12). (Complete data regarding these outcomes can be found by referring to Attachment C-13).

III. Documentation of Student/Adult Reactions After Utilizing Materials

The outcomes presented under this heading relate to a variety of activities conducted by program management and the project evaluator during the three year funding period. A few of these activities were only conducted for one year, while others were implemented during multiple years. Furthermore, some of these activities were initially contained within a facilitating objective format, but were subsequently changed to a performance objective format the following year. As a consequence of the

diverse nature of these activities, this evaluator has organized the outcome presentations under four major headings. These heading titles include : observed behavior change in students and adults, adult participant concern, level of material use, and reactions to materials. Information contained under each of these title headings will be presented in the same format previously used to describe knowledge and attitude outcomes.

A. Observed Behavior Changes In Students and Adults

Statement of Objective

Year 1: Students in PADS training groups will have significantly better attendance rates and significantly lower dropout proportions than will students in control groups.

Activities (Year 1)

As cited in the project's 1978-79 Continuation Proposal, data to evaluate this performance objective were to have been collected at the beginning of the PADS pilot implementation (February, 1978). Various delays, however, in program development and implementation were precipitated by the many problems besetting the Cleveland Public Schools during the 1977-78 school year. (Refer to Section D of this report for further details regarding these circumstances). As a consequence of these delays, it was not possible for students to begin utilizing project training materials until April 14, 1978. The late date of this implementation did not provide a sufficient time span for making a reliable study of attendance or dropout rates.

Evaluation Methods (Year 1)

As described above, proposed attendance and dropout data collection procedures were not implemented due to the insufficiency of time.

Summary of Outcome Results (Year 1)

As a consequence of not being able to implement the proposed evaluation procedures, the criterion contained in the attendance/dropout performance objective was not considered to be attained.

Statement of Objective

Year 2: Students and teachers will exhibit a greater percentage of positive interracial incidents after using the PADS materials and activities than before using the materials.

Activities (Year 2)

It was intended that during the second year of project operations each participating experimental school site would be

visited by a trained observer for a standarized period of time. Observations would be scheduled prior to and near the end of the field test process. The trained observers were to note the behavior of students participating in the project's pre-admission and orientation programs. Observations were to be made in these students' classrooms as well as their schools' hallways, cafeteria, playground, etc. Specifically, the observers were to note the number of positive and negative interracial incidents and descriptors including: seating arrangements; black-white and white-black communication patterns; intergroup cooperation and interaction; peer-group make-up; and other descriptors to be identified. It was hypothesized that as a result of utilizing project materials there would be a significant difference in (1) positive communication patterns and (2) in positive incidents of black-white, white-black mutual assistance (Alpha = .05) between pre and post observation ratings. In addition, it was proposed that subjective observation data would be reported anecdotically.

As previously noted (Section D), project operations were disrupted by a number of unforseen circumstances during the second funding year (i.e., employee work stoppage lasting 26 days, extension of the school closing date, massive budgetary reductions, and various undertainties regarding desegregation implementation). Consequently, the former project evaluator was confronted with the possibility of having to conduct these observations in an atypical atmosphere that was found to exist in most project schools. As a result, the majority of teacher/counselor participants, whose classes were planned to be observed, were not favorably disposed to be a part of this study. It, therefore, was decided to dispense with these observation activities.

Evaluation Methods (Year 2)

As described above, observation activities were not implemented due to the abnormal circumstances which affected the atmosphere of most project schools.

Summary of Outcome Results (Year 2)

As a consequence of the cancellation of observation actibities, the criterion contained within the observation performance objective was not considered to be attained.

B. Adult Participant Concern

Statement of Objective

Year 2: School staff members and parents will understand and use the PADS activities. In-school use of the PADS materials will be documented through the use of the Concern Based Adoption Model Questionnaire (Status of Concern-SoC). Criterion SoC levels will be: SoC 3 (75% of staff participants by December 15, 1978) and SoC 4 (50% of staff participants by May 11, 1979).

Activities (Year 2)

It was hypothozied that PADS adult participants would exhibit developmentally more advanced concern regarding the utilization of project training materials after have participated in PADS workshops and the field test process than they did before such participation and use. Staff concerns were measured by using the Stages of Concern About the Innovation (SoC) Questionnaire. This questionnaire was part of the Concerns Based Adoption Model which was developed at the University of Texas at Austin. The instrument has been shown to be both reliable and valid, and is receiving increased attention from project developers across the country. As described by Hall et. al. (1977):

> "Different stages of concern about the innovation (project training materials) have been identified. It appears that there is developmental movement through these stages; that is, certain types of concern will be more intense, then less intense, before arousal of other types will occur, thus the name "stages". (S)tages of concern about an innovation appear to develop from early unrelated, to self, to task, and finally to impact concerns (p. 6)".

The developers of the questionnaire have identified seven Stages of Concern which can describe a person's view of an innovation, in this case the project's developed training materials. The Stages of Concern range from Stage 0 (Awareness) defined as "little concern about or involvement with the innovation" to Stage 6 (Refocusing) interpreted as an "exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative". (By referring to Attachments D-1 and D-2, the reader will obtain a more detailed description of the questionnaire as well as have the opportunity to review a copy of the instrument).

Evaluation Methods (Year 2)

The SoC questionnaire was administered to more than 35 adult participants on a pre-post basis during the project's second funding year. The total sample group for whom both pre and post questionnaire data was available consisted of 33 participants (i.e., 24 teachers, 4 administrators, and 5 parents). Due to the work stoppage, pre-administration of the questionnaire occurred on February 23, 1979 and post administration was completed on June 10, 1979. Participants had approximately 15 weeks in which to utilize project training materials and had the opportunity to attend at least 6 project workshop sessions during this pre-post period.

As a measure of comparison, the SoC Questionnaire was also administered (at the time of PADS pretest) to 33 staff members from the Mathematics Skills Improvement Project (MSIP), a Title I project which has been in operation for over 14 years. These MSIP staff members averaged over five years experience as an MSIP teacher and many had been with the program for more than 10 years. This procedure was used to determine if there are different concern levels relative to length of experience with a program.

Summary of Outcome Results (Year 2)

Data indicated that staff concern was developing in the desired direction, although not at the levels indicated by the objective. These results are summarized in Attachment D-3. The Year 2 participant concern performance objective had to be considered not attained due to the failure of achieving the proposed objective criterion.

To further analyze SoC results, a Kolmogorov-Smirnov two-sample test was conducted using the observed cumulative stage frequencies for the PADS project group's pre and post SoC scores, and a chi-square approximation was made of the greatest cumulative difference which was observed. While the chi-square value thus obtained was not significant, it was sufficiently close to Alpha = .05 to permit further demonstration of actual increase in Stage of Concern from pre to post (refer to Attachment D-4). Further analyses (refer to Attachments D-5 and D-6) show that the pretest percentage of PADS project subjects at Stage 0 was significantly greater than would be expected by chance, while the posttest levels at Stage 2 were significantly greater than would be expected by chance.

Finally, a graphic comparison of the pre-post Stages of Concern distributions is presented in Attachment D-7. The PADS project group distributions are compared to the SoC hypothesized distribution for nonusers. The graph illustrates how the shape of Stages of Concern distribution changed from the pre-test to the post-test.

Statement of Objective (Year 3)

Year 3: Participating staff members will demonstrate closer personal involvement with the various aspects of this program after having used the project materials than before such use. The Stages of Concern (SoC) Questionnaire will be used to collect information about staff attitude patterns related to this project's goals. Statistical treatment of choice is analysis of covariance, with pretest scores being used as covariate.

Activities

As previously mentioned in this report, the third year evaluation activities focused upon determining the effects of long-term use of the project's training materials. The SoC Questionnaire was once again used to assess participating adult commitment to utilize project materials. Comparison of questionnaire results were able to be made between those teacher/counselors who had participated two or more years in project activities and those who were involved for the first time during the third project year. During the third funding year, pre-administration of the SoC instrument occurred on October 5, 1979 and the post-administration was completed on June 12, 1980. Although more than 43 workshop participants were administered the questionnaire, this evaluator was able to obtain complete pre and post assessments for a total of 17 participants (i.e., four two or more year participants and 13 one year participants). Comparison data analyses were made utilizing the results of these 17 participants.

Evaluation Methods (Year 3)

Raw scores for each of the seven SoC stages were converted into percentile ranks. The percentile ranks reliably define the level of concern for each individual. The highest percentile rank indicates the individual's most pressing stage of concern with the project (Stage 0, Stage 1, etc.), hereinafter referred to as the First High Score. The Second High Score, indicated by the second highest percentile rank, will also enter into the data analysis. The post First and Second High Score data were analyzed by analysis of covariance using the pre assessment scores as covariates. In an effort to provide a further examination of the data, a descriptive and graphic analysis was conducted.

Summary of Outcome Results (Year 3)

A summary of analysis of covariance appears in Attachment D-8 The table shows that there was a significant difference at the .05 level between the two and one year groups First High Stage Scores on the pre-administration of the questionnaire. As expected the two year adult pre-assessment First High Mean Stage Score was higher than their first year counterpart's score (i.e., Stage 5.00 vs. Stage 2.08). A similar outcome, however, was not evident when post First High Stage Scores were compared. However, the two year group's mean post First High Stage Score remained at a higher level than their counterparts post score. In addition, the two year group's mean pre and post score(5.00 and 4.75)remained essentially the same (their pre score, however, was already high), while first year group's mean score increased (from 2.08 to 2.92). Attachment D-9 presents the results of an analysis of covariance of the post Second High Scores, again using the pre test scores as covariates. The F values for both pre and post assessment results do not approach the significance level. It should be noted that the small number of scores used in the analysis (4 first year and 13 second year participant scores) limits the power of the statistical test to detect a difference.

Although there was no statistically significant difference between second and first year participants' post Stages of Concern scores, a review of the unadjusted mean pre and post scores indicates that two year participants demonstrated a developmentally more advanced concern about how to utilize project materials than their first year counterparts. In addition, first year participant's mean pre and post score evidenced an increase, demonstrating that the group's concern regarding the effectiveness of their material use was moving in the desired direction as the year progressed. These outcomes lead this evaluator to conclude that the participant concern performance objective (Year 3) was only partially attained. (For further details regarding these outcomes, the reader can refer to Attachment D-10 which presents the two group's mean percentile scores for each Stage of Concern and Attachment D-11 which provides various graphic illustrations of the outcomes).

C. Level of Material Use

Statement of Objective

Year 2: School staff members and parents will understand and use the PADS activities. In-school use of the PADS materials will be documented through the use of the Concerns Based Adoption Model Interview (Levels of Use-LoU). Criterion LoU levels will be: LoU III (75% of staff participants by December 15, 1978) and LoU IVB (25% of staff participants by May 11, 1980).

Activities

The levels of use interview technique (LoU) of the concerns based adoption model (CBAM) was utilized to determine the extent to which the teacher participants were using PADS materials. Hall et. al. (1977) describes the Level of Use process as follows"

> "Levels of Use are distinct states that represent observably different types of behavior and patterns of innovation use as exhibited by individuals and groups. These levels characterize a user's development in acquiring new skills and varying use of the innovation (project materials). Each level encompasses a range of behaviors, but is limited by a set of identifiable Decision Points. For descriptive purposes, each level is defined by seven categories." (p. 8).

The seven LoU categories describe various user behaviors -- from spending most efforts in orienting, to managing, and finally to integrating use of the program. Knowledge of dimensions is important because first use of any program is "typically disjointed, with mamagement problems quite common. With continued use management becomes routine and the user is able to direct

more effort toward increased effectiveness for the clients (learners) and integrate what (s)he is doing with what others are doing (Loucks, et. al., 1975)." The reader will find a complete description of the LoU technique by referring to Attachment E-1 of this report.

In order to use the LoU technique four experienced Cleveland Public Schools evaluators were trained by Mrs. Buleah Newlove of the University of Texas at Austin. This training took place during three consecutive days in April, 1979 and was funded by Title IV-C, Title I, and ESEA.

After the initial training period, the trainees were required to conduct two practice interviews and to rate each others interviews. These practice interviews were recorded on tape and these tapes were sent to Austin for additional ratings and critiques by the CBAM staff. After the interview techniques were correctly used and reliably rated the trainees were asked to rate four reliability tapes provided by CBAM.

These tapes and three others, which were rated during the final afternoon of training, were compared by the CBAM staff to their established reliability standards. All trainees met the CBAM reliability standards for interviewing and rating and were certified by CBAM to conduct and rate interviews using the LoU technique.

Evaluation Method (Year 2)

During June of 1979, the four certified project interviewers conducted individual interviews with 17 teacher/counselors in the PADS experimental schools and 11 subjects in the control schools. Each interview was taped for further evaluation use. Subsequent to the completion of the actual interview process, the four interviewers proceeded to rate the taped interviews. During this rating process, each of the taped interviews was rated by two interviewers independently of one another. These ratings were then compared and used if identical. Any taped interview receiving a disparate rating was rated a third time by another interviewer. The third rater was not told how the other two raters had scored the interview, nor what discrepancies were noted. Among the 28 taped interviews, only six had to be rated more than twice for an agreement rate of 78.6 percent. Among the six discrepancies, two of these taped interviews required a fourth rating. Only one discrepancy concerned a nonuser (control site participant) of project training materials. All remaining rating discrepancies fell within the user domain of the interview technique. These results were all consistent with reliable use of the LoU technique.

Summary of Outcome Results (Year 2)

The LoU results were obtainable only on a post basis making it impossible to compare end-of-year and beginning of year outcomes. A review of interview results contained in Attachment E-2 reveal that 47% of the user participants (experimental site staff) scored

at LoU IVA with an additional 29% at the LoU III score level. The remaining participants obtained a LoU score of II or below (i.e., 6% at LoU 2, 6% at LoU I, and 12% at LoU 0). Although slightly more than three of every four interviewees (76%) had demonstrated an "active" use of the materials (i.e., evidenced a score of LoU III or above), interview rating results were one level below the projected criterion set for May 11, 1980 (i.e., 25% of the staff interviewed would exhibit a LoU IVB score). Although these results indicate that the majority of PADS instructional users demonstrated an increased sophistication in how they used the training materials, this evaluator must conclude that interview outcomes failed to attain the proposed criterion cited in the Year 2 level of use performance objective.

Since each of the three control schools had at least one staff member on the PADS Advisory Committee it was desirable to interview staff members at those schools to see if there was any unauthorized use of PADS instruction which may have affected the Attitudes and Content test results from those control schools. The results of those interviews, which were conducted at the same time as the treatment school interviews, are also summarized in Attachment E-2 to permit a comparison to be made with the treatment group results. The control school results do not include interviews with PADS Advisory Committee members from the three schools. The results strongly suggest that there was little, if any, use of the PADS program in the control schools. However, it was also obvious that sufficient information was disseminated about PADS to create much interest in the program and, perhaps, being able to use the materials as soon as possible.

Statement of Objective

Year 3: Participating staff members will use the PADS program at stated levels as determined by the Level of Use focused interview. Criterion LoU levels will be; 80 percent of the school staff will be at LoU III or higher by April 30, 1980 and the second year group will have a higher LoU than the first year group for both the preliminary and final interviews.

Activities (Year 3)

The Level of Use interview technique was once again utilized to obtain information regarding third year use of project training materials. The four trained interviewers, all of whom were employees of Cleveland's Division of Research, agreed to repeat the interview study. It was anticipated that a pre-post interview schedule would be adhered to in an effort to determine how use levels would change during the course of the final implementation year. The pre interview was scheduled for late October, while the post interview was to take place in late April. The third year employee work stoppage, which did not end until January of 1980, prevented interview implementation from taking place as planned. Additionally, at the time the work stoppage ended, the school system was actively pursuing Phase II of its desegregation plan. The

project evaluator, therefore, requested and subsequently received approval from Ohio's Division of Planning and Evaluation to conduct one interview session in early June, 1980. Attachment E-3 contains the letter sent to the Division which describes the rationale for this LoU interview proposal change.

The four interviewers met on June 5 and June 19, 1980 to renew their interview technique ability. A number of different training tapes were reviewed and practice interviewing/rating took place. Interrater reliabilities were established after two training tapes were given identical ratings by each of the four raters. The actual interviews were scheduled during the period between July 15 and July 24, 1980. A total of 21 teacher/counselors participated in the interviews. Seventeen of these interviewees were current (Year 3) workshop participants, while four had only participated in the previous year's workshop sessions. All interviews could be classified within two distinct groups based upon their length of involvement in project activities (i.e., 8 participants were involved two or more years, while the remaining 13 individuals had only one year of involvement with the project). (Refer to Attachment E-4 for a demographic description of the LoU interviewee sample).

Evaluation Methods (Year 3)

Second year LoU rating procedures were duplicated to analyze third year interview outcomes. These procedures have previously been described in the Level of Use Evaluation Methods (Year 2) section of this report. Among the 21 third year taped interviews, nine had to be rated more than twice for an initial agreement rate of 56 percent.

Summary of Outcomes Results (Year 3)

A review of third year LoU rating scores indicate that all interviewees (N=21) attained or exceeded the first proposed objective criterion level (i.e., 80 percent of the school staff will be at LoU III or higher). In addition, when first and second year participant ratings were compared, results indicate that 46% (or 6 of the 13) first year participants obtained a LoU III rating. This group's rating scores did not equal or exceed any second year group participant score (i.e., a LoU IVA or IVB rating). As a result of this latter outcome, one would have to conclude that the second objective criterion (i.e., the second year group will have a higher LoU than the first year group) was also attained. The remaining 54% (or 7 of the 13) first year participants, however, did obtain LoU ratings that equaled, but did not exceed any second year participant rating. As a consequence of these two outcomes, this evaluator confirms that the two criterion contained in the third year level of material use performance objective was attained. (Refer to Attachment E-5 for two and one year participant LoU data results).

These data outcomes demonstrate that project participants involved in third year activities utilized the project's training

materials in a more sophisticated manner. This use of materials appeared to be at a slightly higher level of use rating level than that demonstrated by those who were interviewed during the second project year. A final comparison was made between the 1978-79 and 1979-80 LoU scores obtained by four of the project participants who were interviewed both years. All of these participants attained a LoU IVA rating during their 1978-79 interview. Only one of the four attained an identical LoU IVA rating the subsequent year (1979-80). The remaining three participants 1979-80 ratings, however, were rated one level above (LoU IVB) their previous year's rating. (Refer to Attachment E-6 for details of this comparison). This outcome suggests that participants tend to investigate ways in which they can improve their classroom presentation of the training materials as they become more familiar with them.

D. Reactions To Materials/Project Activities

The information contained in the following section attempts to review various perceptions students and adults possessed regarding their schools' environment, project workshop session usefulness, and training material value. The assessments were made by those participants involved in the third year project activities. Performance objective statements were not developed to outline the structure of these assessments. Consequently, the discussion of each area will be organized under an Evaluation Methods and Summary of Outcome Results sub-heading only.

1. Students/Adults Perceptions of their School Environment

Evaluation Methods

A 15-item locally developed School Questionnaire was administered (Year 3) on a pre and post basis to both student and adult participants in an effort to assess perceptions regarding their respective schools' environment. It was thought that as a result of utilizing the project's materials, project participants would have a more positive view of their school. The questionnaire was administered simultaneously with the project knowledge test and attitude survey. Respondents were asked to use a four-point scale of agreement ranging from "strongly agree" to "strongly disagree" when indicating their assessment of each item. The most positive possible rating assessment was 60 points. (Refer to Attachment F-1 for a copy of the School Questionnaire).

Summary of Outcome Results

A review of the 306 respondents' pre and post questionnaire data reveal that pre-scores ranged from a low of 36.53 (Grade 7-9 orientation group) to a high of 39.88 (Grade 10-12 classroom group), while the post scores ranged from 39.49 (Grade 7-9 classroom group) to 42.54 (adult group). Translated into a percentage of total possible points (60), pre-scores ranged from a low of 61% to a high of 66% of the total, while post scores ranged from 66% to 71% respectively.

Further analysis indicate that all seven sub-groups studied demonstrated a mean gain in score from pre to post administration. For all groups, mean gain scores ranged from a low of +1.00 (Grade 6 pre-admission group) to a high of +4.66 (adult group). When t-test results were computed, the difference between the mean pre and post scores was statistically significant ($p < .05$) for five of seven sub-groups. The two sub-groups whose scores did not indicate a similar outcome were the Grade 6 pre-admission and Grade 10 orientation groups. The small number of students included within these two samples (Grade 6 N=18 and Grade 10 N=11) may have contributed to these non-significant outcomes. (Refer to Attachment F-2 for a complete listing of data analysis results). These findings seem to indicate that most of the classroom groups studied did perceive a positive change occur in their school environments during the use of project training materials.

This conclusion appears to be confirmed based upon a review of the pre and post item response summaries of the school questionnaire. For example, among the items that demonstrated a substantial pre to post increase in positive response were such items as:

- Item #5: Students would rather be in this school than in any other school
- Item #11: Learning is more important than marks in this school.
- Item #14: You need to be in a group to be liked in this school.

(Complete school questionnaire item response summary data can be found by referring to Attachments F-3 and F-4 of this report).

2. Workshop Session Usefulness

Evaluation Methods

Upon completion of each workshop session held during the third project funding year, the 43 adult participants had the opportunity to provide assessments of the meetings' effectiveness. A locally constructed assessment instrument was designed which asked respondents to rate ten items on a four-point scale ranging from "strongly agree" to "strongly disagree". In addition, respondents were able to provide their own narrative explanations of what they "liked" and "did not like" about the meetings, as well as what should be done "next time". (Complete workshop assessment data is on file in Cleveland's Division of Research and Development).

Summary of Outcome Results

A total of 220 respondent rating assessments were obtained for the seven project workshop sessions held during 1979-80. An average of 32 of the 43 participants completed ratings each session. A summary review of this data reveal that participants overwhelmingly rated the sessions as being effective.

For the ten items, the number of respondents indicating a positive rating ranged from a low of 74% to a high of 95%. Items that reflected the highest positive response included:

- Item #3: Participants were actively involved. (95% positive response).
- Item #4: The activities helped us reach our meeting objectives. (94% positive response).
- Item #6: I felt the leadership was very helpful. (93% positive response).

(A summary of workshop session Assessment data can be found by referring to Attachment F-5 of this report).

3. Training Material Value

Evaluation Methods

During the final year of project activities, two groups had the opportunity to assess project materials. These groups included the 43 teacher/counselor participants who had spent approximately six months of the final project year implementing the materials in their respective classrooms and the three university consultants who rated the final version of the materials on May 8, 1980. Teacher/counselor assessments were reported on the Actual Use Record Form (previously described in this report and contained in Attachment F-6). Each form was completed after the particular activity was implemented and then was returned to program management for material revision purposes throughout the third year. Each activity could be rated by numerous teachers depending upon how often that activity was selected for use within the classroom. The university consultants were provided the locally developed assessment instrument that was used in rating materials during the first and second project year.

Summary of Outcome Results

Teacher/Counselor Assessments - A review of the Actual Use Forms returned by 67% (or 29 of the 43) teacher/counselor participants indicated that 72 of the 115 activities (or 63%) included in the third year version of the training packet were reported to be implemented at least once. An implemented activity was reported to be introduced on an average of 3.61 times. Team building activities were the most frequently introduced (i.e., 18 of the 19 activities included in this area were presented on an average of 4.94 times). The values activities were least frequently presented (i.e., only 15 of the 27 activities included within this area were presented on an average of 2.87 times). Respondents did not indicate using any climate modifier activities.

Teacher/counselor respondents were also instructed to assess the activity's over-all usability (four-point scale ranging from

"Excellent" to "Poor"); provide an indication of the number of problems that were encountered when implementing the activity (three point scale ranging from Many to None); and indicate whether they would repeat using the activity (a Yes, Yes, but No category designation). A review of this data indicated the following summary results:

- Over-all Usability - 90 percent of the responses were recorded in the "Excellent" or "Good" category.

- Problems Encountered - 84 percent of the responses were recorded in the "None" or "Few" category; 1 percent in the "Many" category; and 15 percent in the "no response" category.

- Repeat Usage - 84 percent of the responses were recorded in the "Yes" or "Yes, but" categories; 1 percent in the "No" category, and 14 percent in the "no response" category.

These results indicated that responding teacher/counselors overwhelmingly found the materials to be instructionally sound. Refer to Attachment F-8 for a summary of data presented above and Attachment F-9 for a listing of all PADS activities developed

University Consultant Assessments - The assessment instrument used by the university consultants to rate the final version of the training materials contained a variety of criteria deemed essential to producing a high quality curriculum product. A review of the various assessment ratings made by the consultants indicated that the materials had achieved the identified criteria "Completely" or "Much". No rating fell within the "Some", "Not Much" or "Not at all" categories. One must, therefore, conclude that consultants found the materials to reflect high standards of instructional design. (Refer to Attachment F-10 for the consultant assessment ratings).

F. Dissemination

Throughout the three years of Title IV-C Funding, a concentrated effort was made by the PADS project to disseminate information about project activities to a variety of school, parent, and special interest groups within the Greater Cleveland community. Several methods were used to maximize the exposure of project sponsored activities to a large number of professional and lay persons.

Of primary concern was disseminating information to administrators, teachers, and students within the Cleveland Public Schools. Program management regularly attended secondary school administrator meetings, Compensatory Education project manager meetings, guidance and curriculum staff meetings to explain the progress of the project and elicit the active support of key administrative school personnel. Several in-house publications, including the Superintendent's Bulletin, The Project (a Compensatory Education newsletter), and staff developed Fact Sheets provided detailed information about project personnel and activities. Also, project staff worked closely with Cleveland's Department of Desegregation Implementation by providing consultant assistance during the development of its Student Training Component. During the 1979-80 school year, the PADS consultant teacher was appointed to supervise the implementation of the training component. The component made use of the PADS pre-admission/orientation program models and promoted the utilization of PADS training packet activities.

The Community Communications Council became a major source for informing the Cleveland community of the purpose of project and student-related activities. Council members included parents and various interested community representatives. Parent members of the Council were active in the Parent-Teacher Association and invited program management to provide their colleagues with regular up-dates of project progress.

Program management staff also received numerous requests to address a variety of community organization meetings. Indicative of such organizations are the following: the City of Cleveland Community Relations Board, the Innerchurch Council, the Greater Cleveland Project, and numerous neighborhood social organizations. The active involvement of program management in such organizations resulted in project endeavors being regularly featured in neighborhood newspapers (South End News, The Neighborhood News, and Garfield Heights Tribune) as well as Cleveland's Two daily newspapers (The Cleveland Plain Dealer and Cleveland Press). Local radio and television stations also featured project activities. Examples of this coverage include the January 18, 1979 project pilot workshop being featured on a WERE radio newscast and November 30, 1978 workshop activities being given mention on the WKYC television evening news.

The PADS project was invited to participate in a Cleveland State University sponsored Multicultural Education Day held on April 4, 1979. Program management had the opportunity to display training packet materials to educators and ethnic organization representatives from throughout Greater Cleveland. The project was also represented at the 1978 and 1979 Ohio Department of Education Title IV-C Spring Conferences in Columbus, where there were ample opportunities to display materials and discuss project activities.

(Examples of various items which publicized project activities can be found in Attachment G of this report).

G. Conclusions/Recommendations

The Cleveland Public Schools submitted its Pupils in A Desegregated Setting (PADS) proposal at a time (1977) when numerous school districts throughout the country were or would soon be undergoing court ordered desegregation. Specifically, Cleveland's project endeavors were to culminate with the development of a packaged training kit that its own and other school systems could utilize when addressing various human relations and cultural awareness instructional needs. Program management investigations indicated that commercial publishing firms had developed few teaching materials which could provide assistance in this regard. Cleveland's materials, therefore, were intended to become an exemplary educational resource.

The unprecedented events of the past three years in the Cleveland Public Schools made it extremely difficult for staff and students to function effectively within the required school program. Confronted with low student and staff morale, program management had to somehow find a way of encouraging individuals to rise above these circumstances and proceed to accomplish a special undertaking such as the PADS project. Despite unpropitious conditions, the management staff and participating educators were able to achieve the developmental goals originally outlined in the project's proposal. This achievement resulted in the creation of a training packet manual which offers school personnel, parents, and students assistance in facilitating pupil adjustment to any new social environment. Specifically, the completed manual contains:

- Application guidelines which support the development of: (1) a pre-admission program designed to introduce students to a new school situation; (2) an orientation program that further assists students in their adjustment to a new school setting especially during the first months of their reassignment; (3) school staff implementation procedures which enable staff and students the opportunity to improve communication; and (4) parent supervisor training program that enables parents the opportunity to assist students in their adjustment to a new school environment.

- A series of 115 human relations skill-building activities that deal with cognitive and effective concepts identified as being crucial to group development. The activities are organized under five major sections which include: Team Building, Understanding Feelings, Problem Solving, Communications and Values. Cultural awareness is emphasized throughout these sections.

- Supplemental guidelines which provide training material implementors with: (1) climate modifier activities that can be used to either stimulate or calm a group's behavior; (2) feedback instruments provided to elicit group member response; (3) spanish translations of key activities included in the manual; (4) biliographic and glossary notations.

A summary review of the project's three year pilot/field test efforts can provide indications of the training manual's educational potential. The outcomes for the most part provided inconsistent results. A capsulized description of these findings are presented below.

- Twelve of the eighteen PADS experimental site groups (i.e., pre-admission, orientation, and classroom student groups as well as adult participant groups) studied during the three year funding period demonstrate either (1) significantly greater gains in knowledge test group mean scores than control group counterparts or (2) significant pre to post score differences. Despite the fact that most groups' gains were statistically significant, the actual size of these gains were not large. Further, with the exception of the adults, the levels of knowledge indicated were not high. Despite these inconsistencies, one would have to conclude that the PADS materials did have some impact on assisting participants in obtaining an increased knowledge of group development concepts.

- Attitude survey results also indicated an inconsistent outcome pattern. First year comparisons between experimental and control groups indicated some positive impact on student and adult attitudes. Second year results failed to demonstrate any pre to post improvement among either the experimental or control site student and adult groups. Third year outcomes revealed that significant pre to post score differences were obtained by all student and adult groups studied. The available evidence, although inconsistent, indicates that the training materials had a fairly positive impact on changing the attitudinal behaviors of student/adult participants, especially in the third year.

- Statistical analysis failed to demonstrate any significant differences between first and multiple year adult participants' knowledge test score results. However, when the two groups' attitude scores were compared, the multiple year participants did demonstrate significantly higher scores than did their first year counterparts. Similar inconsistent findings were reported when high and low material classroom use comparisons were studied. High user elementary and senior high classroom groups scored significantly higher on the knowledge test than did their low user counterparts. All high user classroom groups, however, failed to demonstrate a similar finding when attitude survey results were studied. One could, therefore, not conclude conclusively that greater use of project materials would in turn enhance the acquisition of a particular body of knowledge or result in a marked change in attitude.

- During the final year of the project, five of the seven student/adult groups who utilized project training materials did demonstrate a significant pre to post improvement in assessment score ratings of their school environments. This tentative finding may indicate that material use can influence a student's and teacher's perception of his/her own school setting.

- Stages of Concern (SoC) Questionnaire data did indicate that adults who utilized project training materials demonstrated a developmentally more advanced concern about how the project materials could be used most effectively in their classrooms. Level of Use (LoU) interview results supported this finding. Teacher interviewees demonstrated an increased sophistication in how they used the materials within their classrooms. These findings suggest that as teacher/counselors gain greater familiarity with project materials, they tend to investigate ways in which they can improve their classroom presentation of them.

- An overwhelming majority of adults who utilized the materials indicated extremely positive ratings when asked to assess their over-all instructional usability. University consultants indicated that the final version of the training materials for the most part "completely" met basic curriculum development standards. These outcomes indicate that practicing educators find that the materials possess a high degree of instructional potential.

Recommendations

The following recommendations are based not only on the quantitive outcomes but also -- and perhaps even more validly considering the turbulent circumstances under which the materials were field-tested -- on the qualitative information gathered from those practicing educators who utilized or reviewed the project's materials. In this evaluator's opinion, these recommendations, if implemented, would help to insure that educators who elect to utilize the materials are introducing a valuable learning experience within their classrooms. The recommendations include:

- Although students demonstrated growth in acquiring specific knowledge concepts, this evaluator does not recommend that the knowledge test instrument be used to assess student/adult performance in actual classroom use of the materials. The training packet consists of 115 self-contained activities. In actual use, the implementor is free to select the topical content and quantity of activities that he/she will introduce. These decisions should be based upon the unique needs of the recipients. As a result, it is impossible to assure that all concepts included on this 30 item locally constructed test will be adequately covered during the activity implementation process. An assessment, however, of the recipient groups' comprehension of activity objectives can be made by introducing the discussion questions which are provided at the end of each activity presentation.

- The existing science of educational measurement has failed to identify an adequate method of quantifying attitudinal behavior changes. Although it is hoped that as individuals mature, they will heighten their perceptions of themselves and the world around them, it is impossible at this point to demonstrate such a process. With respect to the use of the project's materials, educators must be satisfied with the knowledge that recipients have had the opportunity to challenge their own perceptions.

- Because of the inability to adequately examine the use of the training packet's pre-admission, orientation, and parent implementation programs, future users of the materials will have to conduct a comprehensive review of their existing guidance and parent involvement programs to ascertain how these programs can be efficiently incorporated within their own educational curricula. Thereafter, it is recommended that an assessment be conducted of the educational impact of such use.

- The Cleveland Public Schools should incorporate the use of PADS materials within its existing guidance curriculum on a permanent basis. Practicing educators who utilized materials during the project's field-test process and university consultants who conducted a three year review of the materials overwhelmingly agreed that the materials represented a valuable learning tool. In addition, Cleveland's current Student Training Component of the Department of Desegregation Implementation is utilizing the training packet in its effort to support the adjustment of students to new school environments. The use of the project's materials in this desegregation effort has been reported as being very successful.

- This evaluator recommends the Ohio Department of Education adopt the PADS training materials for dissemination state-wide. Although not all school systems within Ohio are experiencing court ordered desegregation implementation, all systems could enhance their existing guidance program by adopting the human relations skill building focus so prominently featured within the PADS materials. Permitting other school systems the opportunity to be exposed to the educational potential of the material packet is even more crucial considering the relative unavailability of such materials.

H. Project Phase-In

Continuation Efforts

As previously mentioned, continuation efforts were initiated during the final Title IV-C funding year under the direction of Cleveland's Department of Desegregation Implementation. These efforts have progressed on a more comprehensive basis during the current school year (1980-81). The Department of Desegregation Implemention has a court-mandate to insure that human relation skill building instruction remain a high priority curriculum consideration within both its elementary and secondary schools. ESAA funds have been awarded to support PADS activities under Cleveland's Student Training Component. As a result, a total of 126 schools have been provided with PADS services since September of 1980.

The Student Training Program's main focus is on student leadership training, development of students' human relations skills (K-12), and preparation of kindergarten pupils for desegregated education. The program will continue to develop instructional materials and activities which will promote intercultural communication and student interaction. Program emphasis will be on creating a positive learning environment by promoting a school climate favorable to student personal, social and academic growth. Specifically, the Student Training Program will utilize the PADS product developed under the auspices of Title IV-C funds to provide:

- program content for certified building staff inservice.
- audio-visual resources that supplement the classroom instruction of school staff members.
- instructional content for the training of student facilitators in each school

The major cost for Student Training Program implementation relate to personnel salaries and inservice stipends. As cited, an ESAA grant award supports this effort. The cost of training manual dissemenation was included in the 1979-80 Title IV-C Continuation Year Grant. Multiple copies of the manual were disseminated to each elementary and secondary Cleveland Public School.

Phases to be Discontinued

All major components included in the three year implementation of the project will remain operational during the continuation effort. These components include:

- Training activity development and refinement.
- School staff inservice.
- Student and parent training.
- Formal analysis and evaluation

Equipment Inventory

The items listed below were purchased at over $300 per unit cost during the three-year duration of the project.

QTY.	DESCRIPTION	MODEL NO.	SER. NO.	PUR. DATE	COST
1	Copy Machine (Astro-Fax)	AF	74015938	3-27-78	$379.00
1	Sound Filmstrip Projector Cassette	28A81	738037	10- 9-79	$365.00
1	16mm Sound Projector (Bell & Howell)	1585-C	7313251	1- 9-78	$480.00
1	Selectric II Typewriter	8X	26-1840866	11- 8-77	$575.00

Equipment Not Required for Phase-In

As discussed in the equipment inventory, two items costing more than $300 was purchased by this project. Since continuation efforts will maintain the project's major operational components, it is recommended that these items be assigned to Cleveland's Department of Desegregation Implementation.

ATTACHMENT A

A COMPLETE LISTING OF INDIVIDUALS AND SCHOOLS
PARTICIPATING IN PADS PROJECT (1977-79)

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ATTACHMENT A-2

A LISTING OF PARTICIPATING PADS SCHOOLS (1977-79)

PROJECT SCHOOLS

1977-78

PILOT	CONTROL
HARVARD ELEMENTARY	EAST CLARK ELEMENTARY
MILES PARK ELEMENTARY	HANNAH GIBBONS ELEMENTARY
A. B. HART JUNIOR HIGH	MARGARET SPELLACY JUNIOR HIGH
SOUTH HIGH	COLLINWOOD HIGH

1978-79

PILOT	CONTROL
FULLERTON ELEMENTARY	MOUND ELEMENTARY
GIDDINGS ELEMENTARY	ROBERT H. JAMISON JUNIOR HIGH
MARION STERLING ELEMENTARY	JOHN F. KENNEDY HIGH
UNION ELEMENTARY	
CENTRAL JUNIOR HIGH	
A. B. HART JUNIOR HIGH	
SOUTH HIGH	
EAST TECHNICAL HIGH	

1979-80

ELEMENTARY	JUNIOR HIGH
A. A. BENESCH	A. B. HART
GRACEMOUNT	CENTRAL
HARVARD	MYRON T. HERRICK
NATHANIEL HAWTHORNE	ROBERT JAMISON
ROBERT FULTON	
UNION	SENIOR HIGH
VERDA BROBST	EAST TECHNICAL
O. H. PERRY	JOHN F. KENNEDY
	JOHN MARSHALL
	SOUTH

ATTACHMENT B

INFORMATION PERTINENT TO THE IMPROVEMENT OF
STUDENT/ADULT KNOWLEDGE OF THE DESEGREGATION PROCESS

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ATTACHMENT B-1

CLEVELAND PUBLIC SCHOOLS
DIVISION OF RESEARCH AND DEVELOPMENT

PUPILS ADJUSTMENT IN A DESEGREGATED SETTING EVALUATION FORM

DO NOT OPEN THIS BOOKLET UNTIL INSTRUCTED TO DO SO!

The purpose of this evaluation form is to assess individual and group knowledge of those competencies necessary for effective pupil adjustment in a desegregated setting.

Please study each item carefully before responding. However, it is important that you respond to each item even if you must guess. Do not leave any questions unanswered.

Use only the pencil which has been provided to record your responses. Blacken in your choice completely:

Ⓐ Ⓑ ● Ⓓ Ⓔ

Completely erase any stray marks or changed responses.

Only one response per item.

- READ EACH ITEM CAREFULLY
- RECORD ALL RESPONSES ON ANSWER SHEET
- DO NOT WRITE ANYTHING IN THIS TEST BOOKLET

1. In a group situation, people can get to know each other best if they are:

   a) Introduced to the group by the leader.

   b) Allowed to introduce themselves to the group.

   c) Permitted to wander through the groups on their own.

   * d) Helped to share a personal experience with the group.

2. A group activity which results in a large number of possible solutions to a given problem is called:

   a) Committee Work.

   * b) Brainstorming.

   c) "I" Statements.

   d) Needs Assessment.

3. When various group members are asked to look at the same picture or object, and they see different things:

   a) There is only one right answer.

   * b) There is no right answer.

   c) What the majority sees is correct.

   d) Only the leader has the correct answer.

4. Values differences often lead to feelings of:

   * a) Conflict

   b) Appreciation

   c) Both A and B

   d) None of the Above

5. Pupil Adjustment in a Desegregated Setting has developed materials for:

   a) parents only.

   b) students only.

   c) parents and students.

   * d) parents, students, and teachers.

6. Which one of the following is an example of a "blocking behavior" during a group discussion?

   a) Being involved.

   b) Being concise.

   * c) Being opinionated.

   d) Being supportive.

7. The statements "I learned that I...", "I was surprised that I...", and "I wonder if...", are examples of:

   a) Evaluation

   b) Problem Solving

   c) Brainstorming

   d) Blocking Behaviors

8. The materials being used by the Pupil Adjustment in a Desegregated Setting program have been developed by:

   a) Ohio Department of Education.

   b) Cleveland Teachers, Administrators, and Counselors.

   c) Secondary School Pupils.

   d) Professional Authors and Publishers.

9. What should a leader do before a newly formed group can begin to function effectively?

   a) Conduct a Problem Solving Activity.

   b) Work on Communications skills.

   c) Work on team building and "get acquainted activities."

   d) Evaluate the group.

10. When group members discuss values

   a) everyone's response is accepted.

   b) the majority opinion is correct.

   c) only the group leader has the right answer.

   d) no answer can be accepted; they are all incorrect.

11. Trigger Words and Phrases...

   a) Are used to initiate group problem-solving.

   b) Can have a bad effect on many people.

   c) Is a communication game like 20-questions.

   d) Can be used to help remember names.

12. "Going along with the crowd" is an example of:

   a) PADS

   b) Peer Pressure

   c) Privacy Circle

   d) "I" Statements

13. An ethnic stereotype is usually:

   a) Correct and accurately presented.

   b) Fair and representative of a group.

   c) Not a true representation of a group.

   d) True for all members of a group.

14. The Pupil Adjustment in a Desegregated Setting materials will be used this year with students in grades:

   a) Six and Nine

   b) Six, Nine, and Twelve

   c) Six, Seven, Nine, and Ten

   d) Six through Twelve

15. The Name Tag, Warm-up Lists, and A.B.C. Activities are examples of:

   a) Problem Solving Activities

   b) Team Building Activities

   c) Valuing Activities

   d) Evaluation Activities

16. When people place artificial limits on themselves, they:

a) Become very successful.

b) Have trouble solving problems.

c) Don't know many people.

d) Enjoy life more than others.

17. Forming an opinion about something with little or no experience or information is called:

a) Brainstorming

b) Ethnicity

c) Prejudgement

d) Blocking Behavior

18. What factors influence our values?

a) Parents and relatives.

b) Friends and teachers.

c) Radio and Television.

d) All of the above.

19. Which one of the following behaviors is an example of a "helping behavior" when communicating?

a) Repeater.

b) Aggressive.

c) Harmonizer.

d) Opinionated.

20. What is the current view about our idea on culture?

a) The Melting Pot Theory

b) Origami Theory

c) Bootstraps Theory

d) The Salad Bowl Theory

21. A good group leader should:

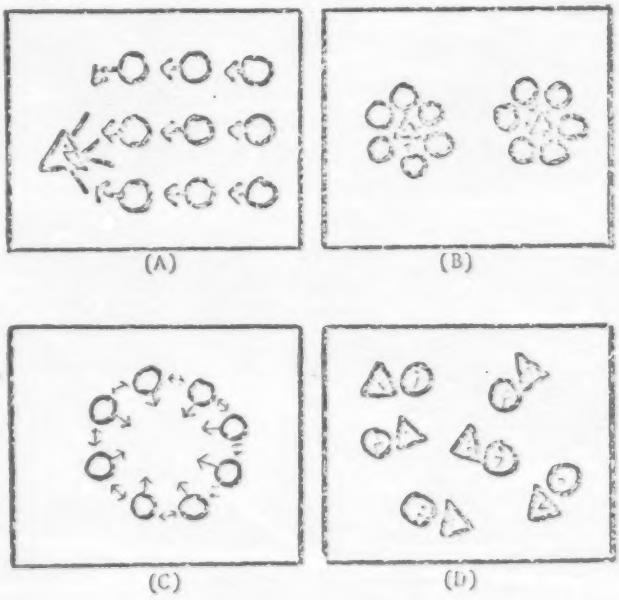
a) Respond to group members' needs.

b) Be sure to correct the group members everytime they make a mistake.

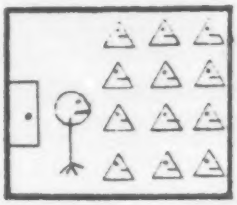
c) Not do anything that the group is asked to do.

d) Convince the group to do everything the correct way.

22. Which of the following pictures illustrated the group decision-making process?



23. Which sentence best describes this picture?



a) The circle is accepted by the triangles.

b) The circle is happy about being with the triangles.

c) The triangles are happy about being with the circle.

d) The circle has been rejected by the triangles.

24. How much does cultural background influence one's values?

a) No influence.

b) A slight influence.

c) Some influence.

d) A considerable influence.

25. The words poverty, welfare, unethical, and clannish are examples of

a) "I" Statements.

b) Trigger Words and Phrases.

c) R.D.A.'s.

d) Origami.

26. A set of ideas that are transformed into a way of life that reflects values, life styles, art, and art forms is a:

a) Creed.

b) Ethnicity.

c) Culture.

d) Sterotype.

27. When a group is faced with a problem, what process can be most helpful?

a) Needs Assessment.

b) Name Relay.

c) Trigger Words and Phrases.

d) Privacy Circles.

28. Children who are rejected, mistreated, or who are in ill health could:

a) Turn out to be criminals.

b) Develop into very successful persons.

c) Be placed into a mental institution.

d) Develop into any type of person as an adult.

29. Cooperation, love, trust, joy, acceptance and dignity are examples of:

a) Human values.

b) Problem Solving.

c) Needs Assessment.

d) Communication skills.

30. When talking or listening to someone, How we stand, where we look, how we sit, the expressions on our face, how we hold our hands, when talking or listening to someone, are all examples of:

    a) R.D.A.'s.

    b) Verbal Responses.

    c) Non-Verbal Communication.

    d) The Privacy Circle.

31. Italian-American, Black-American, Chinese-American, Mexican-American, German-American, are examples of:

    a) Culture

    b) Stereotyping

    c) Creed

    d) Ethnicity

32. In a Problem Solving activity

    a) finding the correct answer is the only objective.

    b) understanding the group's behavior during the activity is more important than a correct answer.

    c) the activity itself is more important than the behaviors of the participants.

    d) there is only one right answer to every problem.

ATTACHMENT B-2

RESULTS OF t-TESTS ON KNOWLEDGE TEST
STUDENT SCORES
(1977-78)

Comparison	Mean	N	t
1. Elementary:			
Experimental	11.93	45	1.63
Control	10.54	50	
2. Junior High:			
Experimental	21.49	35	9.68*
Control	13.94	32	
3. Senior High:			
Experimental	20.62	21	4.43**
Control	15.10	30	
TOTAL		213	

*Significant: $p \leq .001$, df = 65.
**Significant: $p \leq .001$, df = 49.

ATTACHMENT B-3

RESULTS OF t-TESTS ON KNOWLEDGE TEST
ADULT SCORES
(1977-78)

Comparison		Mean	n	t
1. Elementary:				
a)	Experimental	28.75	12	4.52*
	Control	24.05	20	
b)	Advisory	27.58	12	1.14
	Experimental	28.75	12	
c)	Advisory	27.58	12	2.90**
	Control	24.05	20	
2. Junior High:				
a)	Experimental	26.22	9	0.47
	Control	25.40	10	
b)	Advisory	27.58	12	0.78
	Experimental	26.22	9	
c)	Advisory	27.58	12	1.71
	Control	25.40	10	
3. Senior High:				
a)	Experimental	27.25	8	3.62**
	Control	21.80	10	
b)	Advisory	27.58	12	0.25
	Experimental	27.25	8	
c)	Advisory	27.58	12	3.93*
	Control	21.80	10	

*Significant: $p \leq .001$, df = N=20
**Significant: $p \leq .01$, df = N=18

ATTACHMENT B-4

COMPARISON OF PRE-POST GROUP MEANS:
KNOWLEDGE TEST
(1978-79)

GROUP[a] GRADE	MEAN PRE	MEAN POST	DF*	SD	t
6T	10.9	13.9	53	3.5	6.2[b]
6C	10.8	10.1	29	3.8	1.1
7T	12.1	20.8	34	4.7	10.8[b]
7C		NO POSTTEST GROUP			
9T	14.0	17.6	32	3.6	5.8[b]
9C		NO POSTTEST GROUP			
10T	13.6	17.5	23	3.1	6.1[b]
10C	16.3	16.7	29	2.5	0.9
ADULT T (Dependent)	22.5	24.1	20	4.4	1.7[c]

[a]T = treatment group; C = control group

[b]Significant. Probability < .01

[c]Not significant, but probability ≈ .10.

*DF = N-1 (where N = number of matched pairs in the sample)

ATTACHMENT B-5

KNOWLEDGE TEST RELIABILITIES
(1978-79)

TEST GROUP	Reliability PRETEST	N	Reliability POSTTEST	N
Grade 6	0.451	152	0.491	219
Grade 7	0.491	149	0.623	33
Grade 9	0.534	44	0.631	137
Grade 10	0.728	89	0.654	77
Adult	0.551	38	0.905	44

*Kuder - Richardson Formula 20.

ATTACHMENT B-6

1979-80 PRE-POST ANALYSIS OF PADS
KNOWLEDGE TEST BY PARTICIPANT GROUP[a]

Group/Grade Level	N	Pre $\bar{X}$	S.D.	Post $\bar{X}$	S.D.	Difference $\bar{X}$	Difference S.D.	t
Preadmission								
. Grade 6	20	9.60	2.74	13.10	4.39	3.50	5.81	2.69*
Orientation								
. Grade 7-9	14	11.07	4.45	11.21	4.87	.14	6.15	.09
. Grade 10	12	11.17	3.49	13.67	6.57	2.50	8.10	1.07
Classroom								
. Grade 6	105	9.15	3.08	13.78	4.84	4.63	5.12	9.27*
. Grade 7-9	66	10.89	5.52	10.83	6.52	- .06	7.84	- .06
. Grade 10-12	37	11.95	3.85	14.19	4.34	2.24	5.95	2.29*
Adults	26	17.42	5.76	23.08	3.36	5.66	5.19	5.55

* $p \leq .05$, two-tailed probability

[a] The knowledge test was designed to assess the individual's knowledge of specific understanding needed for effective adjustment in a desegregated setting. Although the administered multiple-choice test contained a total of 32 items, the analysis appearing above is based upon responses recorded for 27 of these items. Five items were excluded from the analysis because of their informational rather than knowledge orientation. These items included #5, 8, 14, 21 and 22.

ATTACHMENT B-7

ANALYSIS OF COVARIANCE OF TWO YEAR VS.
ONE YEAR ADULT PARTICIPANT POST
KNOWLEDGE TEST SCORES USING THEIR PRE AS A COVARIATE
(1979-80)

Source	SS	df	MS	F	Significance Level
Covariate/PreScore	57.45	1	57.45	5.89	.023
Between	.03	1	.03	.00	.959
Within/Error	244.37	23	9.76		
Total	281.85	25	11.27		

Group	N	PreScore $\overline{X}$	Unadjusted PostScore $\overline{X}$	Adjusted PostScore $\overline{X}$
Two Year Participants	10	18.31	23.40	23.04
One Year Participants	16	16.92	22.88	23.11
Total	26	17.42	23.08	23.08

ATTACHMENT B-8

ANALYSIS OF COVARIANCE OF HIGH VS. LOW PADS ACTIVITY USERS' CLASSROOM POST KNOWLEDGE SCORES USING THEIR PRE SCORES AS A COVARIATE#

Elementary Classroom Sample

KNOWLEDGE TEST

Source	SS	df	MS	F	Significance Level
Covariate/PreScore	26.11	1	26.11	1.21	.277
Between	176.71	1	176.71	8.19	.006
Within/Error	949.39	44	21.58		
Total	1152.21	46	25.05		

Group	N	PreScore $\bar{X}$	Unadjusted PostScore $\bar{X}$	Adjusted PostScore $\bar{X}$
High User Classroom	25	2.32	16.80	17.25
Low User Classroom	22	9.73	13.64	13.13
Total	47	8.98	15.32	15.32

Junior High Classroom Sample

Source	SS	df	MS	F	Significance Level
Covariate/PreScore	25.17	1	25.17	.34	.564
Between	32.12	1	32.12	.44	.515
Within/Error	1843.56	25	73.74		
Total	1900.86	27	70.40		

Group	N	PreScore $\bar{X}$	Unadjusted PostScore $\bar{X}$	Adjusted PostScore $\bar{X}$
High User Classroom	17	7.82	10.70	10.71
Low User Classroom	11	11.18	12.91	12.90
Total	28	9.29	11.57	11.57

Senior High Classroom Sample

Source	SS	df	MS	F	Significance Level
Covariate/PreScore	7.55	1	7.55	1.63	.216
Between	282.36	1	282.36	61.04	.001
Within/Error	92.52	20	4.63		
Total	382.43	22	17.38		

Group	N	PreScore $\bar{X}$	Unadjusted PostScore $\bar{X}$	Adjusted PostScore $\bar{X}$
High User Classroom	16	10.38	14.81	15.65
Low User Classroom	7	15.29	8.00	6.08
Total	23	11.87	12.74	12.74

High Pads activity users presented at least three project activities per month within their classroom during an approximate six month period. Low users introduced not more than one project activity per month during the same period.

ATTACHMENT B-9

PRE AND POST K-R 20 RELIABILITY COEFFICIENTS AND
PRE/POST GUTTMAN SPLIT-HALF RELIABILITY COEFFICIENTS ON THE
KNOWLEDGE TEST FOR EACH PADS PARTICIPANT GROUP
(1979-80)

Group/Grade Level	N	Pre	Post	Total
Elementary . Grade 6	125	.40	.71	.18
Junior High . Grade 7-9	80	.67	.69	.32
Senior High . Grade 10-12	49	.55	.78	-.03
Adult	26	.78	.84	.54
Total	280	.79	.71	.49

ATTACHMENT C

INFORMATION PERTINENT TO THE IMPROVEMENT
OF STUDENT/ADULT ATTITUDES OF THE
DESEGREGATION PROCESS

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ATTACHMENT C-1

FIRST YEAR STUDENT ATTITUDE SURVEY
(1977-78)

The complete version of this questionnaire was included with results reported in Perceptions of a Changing World: A Survey of Ohio High School Students, 1975-1976, Volume 1, which was published by the Division of Planning and Evaluation of the Ohio Department of Education. The original survey contained 65 items from which the present 32 items were selected. No new items were added but several items were modified in order to better reflect the purposes of the PADS project and its student audience.

The responses were initially tabulated by hand in order to assure results for this report. Followup computer analysis, however, was scheduled for July, 1978.

The survey was selected because it derives measures of attitudes regarding several variables, including desegregation. The results may be compared with the State of Ohio survey results with the State group becoming, then, an additional control (or comparison) group for determining the answer to the question, "Do students who have used the PADS materials have attitudes about race which differ from those of students who have not used the PADS materials?"

Cleveland Public Schools

SECONDARY STUDENT
QUESTIONNAIRE

A
PADS Project
Survey

Spring, 1978

To The Student:

We are interested in the reactions, opinions, and concerns of our secondary students. This questionnaire is designed to help plan for ways to better meet future student interests and needs.

Your answers will be combined with answers from other students to report the results. Your name will not be identified in any way. NO ONE WILL KNOW HOW YOU RESPONDED TO THE ITEMS. It would be helpful if you respond to every question. However, if you do not wish to answer a question, you may skip that question.

Thank you for your cooperation

Listen for further directions.

Secondary Student
Questionnaire

GENERAL INSTRUCTIONS: Check one response to each item unless specifically stated otherwise. It would be helpful if you respond to every question. However, if you do not wish to answer a question, you may skip that question.

SECTION I
Background Information

1. What is your grade?

___ 6th ___ 10th
___ 7th ___ 11th
___ 8th ___ 12th
___ 9th

2. What is your sex?

___ Male

___ Female

3. What was your age on your last birthday?

___ 10 or younger
___ 11 ___ 16
___ 12 ___ 17
___ 13 ___ 18
___ 14 ___ 19
___ 15 ___ 20 or older

4. Which of the following best describes the program or curriculum in which you are enrolled? (Check one only.)

___ General (meet general requirements for graduation)

___ Academic or College Preparatory

___ Vocational or Technical (Agricultural, Business or Office, Distributive Ed., Health Occ., Home Ec., Trade or Industrial, etc.

5. What is your overall school average (Check one only.)

___ A to A- (4.0 - 3.5)

___ B+ to B (3.4 - 3.0)

___ B to B- (2.9 - 2.5)

___ B- to C (2.4 - 2.0)

___ C to C- (1.9 - 1.5)

___ C- to D (1.4 - 1.0)

___ D to D- (0.9 - 0.5)

6. What is your racial or ethnic background?

___ Afro-American/Black

___ American Indian

___ Caucasian American/White

___ Mexican American/Chicano

___ Oriental American

___ Puerto Rican or Spanish-Speaking American

___ Other (specify) _____

SECTION II
School Issues

7. How satisfied are you with: (Check one response for each topic.)

	Satisfied	Somewhat Satisfied	Neither Satisfied Nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied
Your school	___	___	___	___	___
The subjects you are taking	___	___	___	___	___
Your community	___	___	___	___	___
Your teachers	___	___	___	___	___
Television	___	___	___	___	___
Radio	___	___	___	___	___
Newspapers	___	___	___	___	___
Control over your own life	___	___	___	___	___
Yourself	___	___	___	___	___
Your friends	___	___	___	___	___
Your classmates	___	___	___	___	___
Your home life	___	___	___	___	___
Your student rights	___	___	___	___	___

8. What do you like best and least about school? (Make only one check under Best column and only one check under Least column.

Best	Least	
___	___	Rules (dress, conduct, etc.)
___	___	Teachers/faculty
___	___	Subjects offered
___	___	Extracurricular activities
___	___	Social life
___	___	Communication between school and students
___	___	The students
___	___	The school spirit
___	___	How discipline problems are handled
___	___	How grades are awarded
___	___	Sports
___	___	Other (specify) _____

9. Identify up to three of the major problems at your school. (check at least one, but not more than three.)

___ Discipline problems
___ Disinterested students
___ Disinterested teachers
___ Dress or conduct rules
___ Insufficient or poor guidance services
___ Other student not friendly
___ Poor communication between school and students
___ Racism
___ Students can't share problems
___ Students do not have a say in things
___ Teacher favoritism toward certain students
___ Vandalism and thievery
___ Our school has no major problems
___ Other (specify) _____

10. Indicate whether you agree or disagree with each of the following statements or ideas.

	Agree	Disagree
a. Younger teachers understand students better than older teacher do.	___	___
b. Students are not treated as individuals at this school.	___	___
c. Students know more about life than teacher do.	___	___
d. The teachers care about kids.	___	___
e. Most teachers try to do their best.	___	___
f. Students do better if they help make school rules.	___	___
g. Our school administration knows how to run an efficient school.	___	___
h. There is too much emphasis on competive athletics in this school.	___	___
i. Teachers treat students as adults.	___	___
j. Teachers place too much emphasis on students' memorizing things.	___	___
k. Small group and independent study are encouraged at this school.	___	___
l. Audiovisual techniques are used at this school to effectively enhance instruction.	___	___

11. Who should develop school rules? (Check all that apply.)

___ Administrators ___ Students

___ Parents ___ Teachers

12. Do you think that student participation in forming school rules can lead to better education in high schools?

___ Yes ___ No ___ Don't Know

13. How would you change your school's grading system? (Check one only.)

___ Either award credit or no credit for a course (Pass/Fail).

___ Permit student to retake courses in which poor grades were earned.

___ Report scores, not grades (that is, 89, not B).

___ Give more letter grades (that is, A,B,C,D....G,H,I).

___ I would not change it.

___ Other (Specify) _____

14. What do you plan to do immediately after high school? (Check one only.)

___ Do nothing for a while.
___ Get a job.
___ Get married, but not go to college or get a job.
___ Go to college.
___ Go into the military service.
___ Go to a technical or vocational school.
___ Travel
___ I don't Know
___ Other (specify) _____

15. Have there been any major protests in your school in the last year or two?

___ Yes ___ No ___ Don't know

If yes, answer parts a-e. If no, skip to question ~~19~~ 16.

a. What was the major issue? (Check one only.)

___ Administrative decisions

___ Cafeteria food

___ Conduct rules

___ Discipline of a student

___ Discipline of a teacher

___ Dress code (including hair styles)

___ Drug or alcohol usage

___ Governmental decisions or actions

___ Racial problems (including busing)

___ Smoking cigarettes on school grounds

___ Use of study halls

___ Other (specify) _____

b. Did the protestors have the support of the majority of the students?

___ Yes ___ No ___ Don't know

c. Did you participate?

___ Yes ___ No

d. Do you think the reasons were justified?

___ Yes ___ No

e. Did the protest help bring about any significant change(s) in your school?

___ Yes ___ No ___ Don't know

16. At what age do you think student should no longer be required by law to attend high school?

___ 14 or younger ___ 17

___ 15 ___ 18

___ 16 ___ No student should be required to attend school.

17. What is the highest level of education you expect to complete?

___ Some high School but will not graduate

___ Graduate from high school

___ Business or technical school after high school

___ One to three years of college

___ Graduate from college

___ Graduate or professional school after college

___ Advanced or professional degree (MA, MS, PhD, ED, DDS, DVM, MD, LLB, JD. etc.)

___ Don't know

18. Do you feel that your high school counselors take an interest in your future?

___ Yes

___ No

___ Our school has counselors but I have never talked to them about my future.

___ Do not have a counselor

a. If you have a counselor, do you feel your counselor's advice is:

___ Good ___ Poor

___ Average ___ Don't know

19. Does your school have adequate written information available for you about school rules, regulations, and policies?

___ Yes ___ No ___ Don't Know

20. Does your school provide information about how and where to find help in the school?

___ Yes ___ No ___ Don't Know

5

SECTION III
Social Issues

21. From the list of issues or problems below, check the column that indicates the extent of your concern about each issue.

	Deep Concern	Some Concern	Dosen't Concern Me
a. Breakdown of the family unit	___	___	___
b. Busing for desegregation	___	___	___
c. Capital punishment	___	___	___
d. Changing moral values	___	___	___
e. Crime	___	___	___
f. Depletion of natural resources	___	___	___
g. Drug abuse	___	___	___
h. Equal Rights Amendment	___	___	___
i. Inflation	___	___	___
j. Need for energy in future	___	___	___
k. Overpopulation	___	___	___
l. Pollution	___	___	___
m. Poverty	___	___	___
n. Racial problems	___	___	___
o. Recession	___	___	___
p. Sexism	___	___	___
q. Taxes	___	___	___
r. Threat of war	___	___	___
s. Unemployment	___	___	___
t. Other (specify) _____ _____	___	___	___

22. Several years ago our country had a number of student demonstrations. Recently, there have been fewer demonstrations. What do you think is the main cause for this decrease? (Check one only.)

___ End of Vietnam war

___ Race problems

___ Education leaders corrected (or are correcting) the problems that caused students to riot.

___ Students had just wanted excitement--it was the thing to do.

___ Students now believe that results can be better achieved through other means.

___ Other (specify) _____

23. When we think of people of different races, religions, and nationalities, we think of how well we personally accept them. People in one group may be more acceptable to us than people in another group. Below we have listed three groups of people (People of Races Other than Mine, People of Religions Other than Mine, and People of Nationalities Other than Mine).

In the left column are listed four statements which describe a situation you might think is acceptable or nonacceptable for each group. Read each statement carefully and mark the response for each group of people only if you find the situation acceptable. Remember to base your reaction on each group as a whole, not on your reactions to only a few persons you have known in any of the groups.

	People of Races Other than Mine	People of Religions Other than Mine	People of Nationalities Other than Mine
a. I would accept as a personal friend.	___	___	___
b. I would accept as a neighbor.	___	___	___
c. I would accept that person as an employee in my company or business	___	___	___
d. I would accept to citizenship in my country	___	___	___

24. Do you believe racism is a problem in this country?

___ Yes ___ No

a. If yes, what is the best solution to the problem? (Check one only.)

___ Better enforcement of current laws against racism.

___ Demonstrations and boycotts against those who practice racism.

___ More Federal laws against racism.

___ More state and local laws against racism.

___ Outlaw all organization practice racism.

___ Provide education regarding the causes and results of racism.

___ Provide racial balance within schools.

___ Stiffer penalties for people who break laws against racism.

___ Other (specify) _____

25. Do you believe measures should be taken to provide racial balance within public school systems?

___ Yes ___ No

a. If yes, what is the best action to take? (Check one only.)

___ Forced busing of students among schools.

___ Have government provide low-rent housing in all types of neighborhoods.

___ Improve education in poor neighborhoods.

___ Voluntary busing of students among schools.

___ Other (specify) _____

26. Which of the following do you think is the acceptable status of women in our society? (Check one only.)

___ They should be considered equal to men in every respect and should be given equal job opportunities and pay.

___ They should be considered as equals, but their primary position should be that of homemaker and caretaker of the family.

___ They should be considered as equals but not always be treated as equals.

___ They should not be considered as equal to men in any respect.

___ Other (specify) _____
_____

27. Are you familiar with the Equal Rights Amendment?

___ Yes ___ No

a. If yes, do you feel the amendment should be adopted?

___ Yes ___ No

28. Rate each of the following sources of information as to their accuracy.

	Very Accurate	Fairly Accurate	Sometimes Accurate Sometimes Not	Fairly Inaccurate	Very Inaccurate	Don't Know Dosen't Apply
a. Radio news	—	—	—	—	—	—
b. Your school textbooks	—	—	—	—	—	—
c. Television news	—	—	—	—	—	—
d. What your friends	—	—	—	—	—	—
e. Newspaper news stories	—	—	—	—	—	—
f. What your teachers tell you	—	—	—	—	—	—
g. Underground newspapers	—	—	—	—	—	—
h. Your school newspaper	—	—	—	—	—	—
i. Magazines	—	—	—	—	—	—
j. Your parents or guardians	—	—	—	—	—	—

SECTION IV
Personal Issues

29. Which statement best describes relationships among racial-ethnic groups in your school? (Check one only.)

___ Does not apply.

___ Get along well with each other.

___ Have classes together but don't work together.

___ Just tolerate each other.

___ Open hostility.

___ Other (specify) _____

30. What things do you and your parents generally disagree about? (Check all that apply.)

___ Using drugs for nonmedical purposes

___ Getting Married

___ Raising a family

___ Working at a steady job

___ My future educational plans

___ Going to church

___ Doing things as a family

___ Having money or material things

___ Moral issues

___ Eating habits

___ Desegregation

___ Proper attitudes

___ Friends

___ Proper ways to spend free time

___ Demonstrating or protesting

___ Other (specify) _____
_____

31. How important is each of the following things to you personally?

	Very Important	Important	Neither Important Nor Unimportant	Unimportant	Very Unimportant
a. Your school	___	___	___	___	___
b. Your teachers	___	___	___	___	___
c. Nonviolent protest	___	___	___	___	___
d. Racial equality	___	___	___	___	___
e. Religion	___	___	___	___	___
f. Your family	___	___	___	___	___
g. University education	___	___	___	___	___
h. Being part of a group	___	___	___	___	___
i. Money	___	___	___	___	___
j. Fair treatment of all people	___	___	___	___	___
k. Fair treatment of both sexes	___	___	___	___	___
l. Friends	___	___	___	___	___
m. Being an individual	___	___	___	___	___
n. Clothes	___	___	___	___	___
o. Music	___	___	___	___	___

32. How much do you agree with each of the following statements about high school?

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Does Not Apply
a. School should place more emphasis on basic academic subjects (math, science, English, etc.)	—	—	—	—	—
b. School should provide more help for students having trouble with subjects like math and reading.	—	—	—	—	—
c. Most required courses here are a waste of time.	—	—	—	—	—
d. School should place more emphasis on vocational and technical programs.	—	—	—	—	—
e. School does not offer enough practical work experience.	—	—	—	—	—
f. School has provided me with counseling that will help me continue my education.	—	—	—	—	—
g. School gives me new ideas about the type of work I want to do.	—	—	—	—	—
h. School provides me with counseling that helps me get a better idea of myself and my relationships with other people.	—	—	—	—	—
i. School provides me with counseling that will help me find employment.	—	—	—	—	—
j. School helps students find jobs when they leave school.	—	—	—	—	—
k. School should use more TV lectures.	—	—	—	—	—
l. School should use teaching machines or computer-assisted instruction more extensively.	—	—	—	—	—
m. Schools should provide more college preparation courses.	—	—	—	—	—

ATTACHMENT C-2

First Year Adult Attitude Survey
(1977-78)
DIRECTIONS FOR ADMINISTERING THE
P.A.D.S. INDIVIDUAL SURVEY

Spring, 1978

1. Use NCS Trans-Optic Answer Sheet F2890-1098.

2. Use Pencil ONLY.

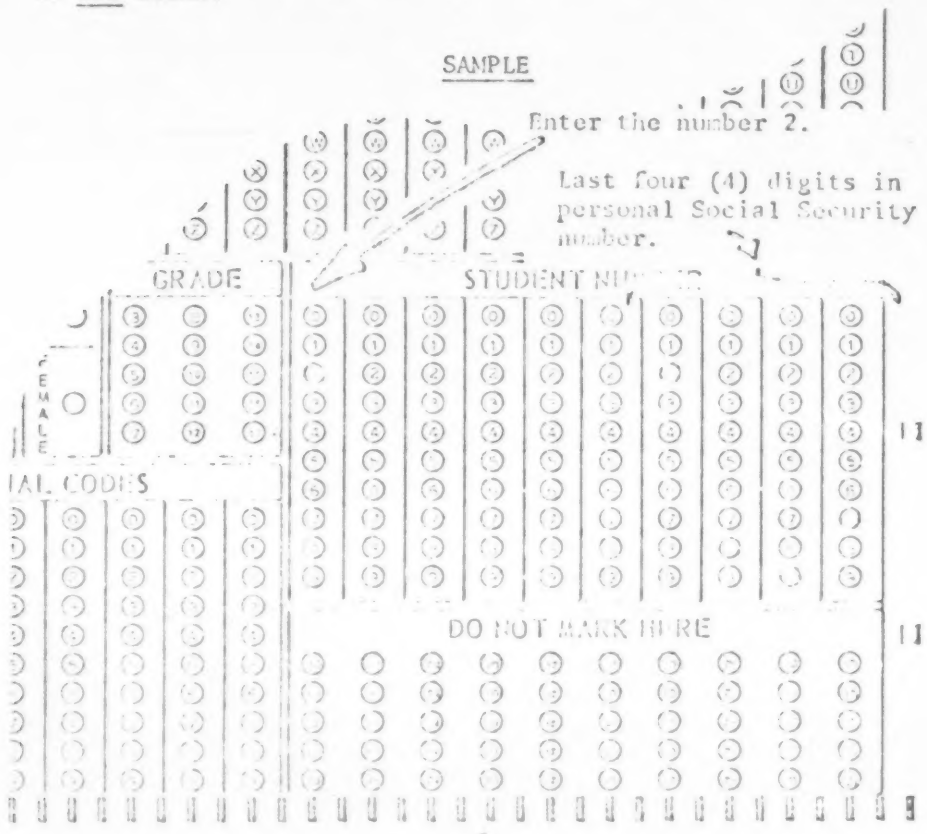
3. Follow instructions on cover of Survey Booklet (Green).

4. Under Student Number (Below right hand corner of Name Spaces) have the subjects supply the following information (See sample below):

   a.) In first column, darken in the circle numbered 2.

   b.) In the last four columns, have each subject darken in the circles corresponding to the last four digits of their Social Security number.

5. The Answer Sheet is now completed. The subject may begin responding to the survey items. There is no time limit. Remind them to respond to all items.



P.A.D.S. INDIVIDUAL SURVEY

Spring, 1978

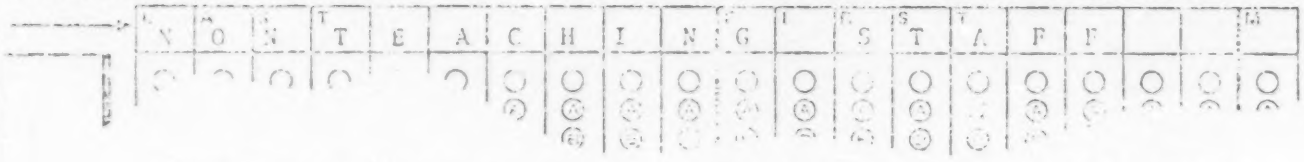
The PADS Program would like to have some basic information about it's participant groups. This INDIVIDUAL SURVEY has been designed for use with adults and, because of the wide range of adult experiences, there will be a wide range of responses to each item. THERE IS NO ONE CORRECT RESPONSE for any of the items. We ask only that you respond in an honest and open manner to each of the items and also that you respond to all of the items. In order to help you feel more comfortable with your responses WE ARE NOT ASKING FOR YOUR NAME - YOUR RESPONSES WILL BE COMPLETELY ANONYMOUS. However, we would like to know which adult group you represent. On the identification side of your answer sheet, in the blocks marked LAST (See Sample below) simply write in one of the following group identifiers, as best describes your group affiliation and darken in the correct circle below each letter:

TEACHING STAFF (Administration, Teacher, Guidance, Etc.)

NON-TEACHING STAFF (Clerical, Custodial, Cafeteria, Aide, Etc.)

PARENT

SAMPLE:



Be sure to darken in the appropriate circles below each letter

ATTACHMENT C-2 - continued

P.A.D.S. INDIVIDUAL SURVEY

I. Please read each of the following statements and indicate whether you agree or disagree with each statement by marking the appropriate space on your answer sheet. Please use the following code:

If you STRONGLY AGREE, darken the circle A ●
If you AGREE, darken the circle B ●
If you DON'T KNOW, darken the circle C ●
If you DISAGREE, darken the circle D ●
If you STRONGLY DISAGREE, darken the circle E ●

1. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them.

2. The solution to almost any human problem should be based on the situation at the time, not on some general idea of right or wrong.

3. A group of people that are nearly equal will work a lot better than one where people have bosses and ranks over one another.

4. We should all admire persons who starts out bravely on their own.

5. You have to respect authority and when you stop respecting authority, your situation isn't worth much.

6. Do what you want to do that's fun and worry about the future later.

7. Everyone should have an equal chance and an equal say in most things.

8. In life individuals should for the most part "go it alone," working on their own and trying to make their own life.

9. Obedience and respect for authority are the most important things in character that children should learn.

10. Since no values last forever, the only real values are those that fit the needs of right now.

11. Everyone should have what he needs, the important things we have belong to all of us.

12. One should not depend on other persons or things, the center of life should be found inside oneself.

13. The extent of people's ambition to better themselves is a pretty good indication of their character.

14. In order to merit the respect of others, individuals should show the desire to better themselves.

15. One of the things you should consider in choosing your friends is whether they can help you make your way in the world.

16. Ambition is the most important factor in determining success in life.

17. One should always try to live in a highly respectable residential area, even though it entails sacrifices.

18. Before joining any civic or political association, it is usually important to find out whether it has the backing of people who have achieved a respected social position.

19. Possession of proper social etiquette is usually the mark of a desirable person.

20. The raising of one's social position is one of the more important goals in life.

21. It is worth considerable effort to assure one's self of a good name with the right kind of people.

22. Ambitious persons can almost always achieve their goals.

STOP! PLEASE PUT YOUR PENCIL DOWN AND AWAIT FURTHER INSTRUCTIONS.

11. Please read each of the following statements and indicate whether you agree or disagree with each statement by marking the appropriate space on your answer sheet. Please use the following code.

If you AGREE, darken the circle A
If you DISAGREE, darken the circle B

23. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

24. My blood boils whenever a person stubbornly refuses to admit that they are wrong.

25. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

26. Most people just don't know what's good for them.

27. Of all the different philosophies which exist in this world there is probably only one which is correct.

28. The highest form of government is democracy and the highest form of democracy is a government run by those who are most intelligent.

29. The main thing in life is for a person to want to do something important.

30. I'd like it if I could find someone who would tell me how to solve my personal problems.

31. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

32. A human on his own is a helpless and miserable creature.

33. It is only when a person is devoted to an ideal or cause that life becomes meaningful.

34. Most people just don't give a "damn" for others.

35. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

36. It is often desirable to reserve judgement about what's going on until one has had a chance to hear the opinions of those one respects.

37. The present is all too often full of unhappiness. It is only the future that counts.

38. The United States and Russia have just about nothing in common.

39. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

40. While I don't like to admit this even to myself, my secret ambition is to become a great person, like Einstein, or Beethoven, or Curie.

41. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

42. It is better to be a dead hero than to be a live coward.

43. With everything so uncertain these days, it almost seems as though anything could happen.

44. What is lacking in the world today is the old kind of friendship that lasted for a lifetime.

45. With everything in such a state of disorder, it's hard for individuals to know where they stand from one day to the next.

46. Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.

47. I often feel that many things our parents stood for are just going to ruin before our very eyes.

48. The trouble with the world today is that most people really don't believe in anything.

49. I often feel awkward and out of place.

50. People were better off in the old days when everyone knew just how they were expected to act.

51. It seems to me that other people find it easier to decide what is right than I do.

STOP! YOU ARE FINISHED. PLEASE PUT YOUR PENCIL DOWN AND AWAIT FURTHER INSTRUCTIONS.

ATTACHMENT C-3

DESCRIPTION OF FIRST YEAR ADULT
ATTITUDE SURVEY
(1977-78)

The PADS Individual Survey consists of four social attitudes measures described most completely in Measures of Social Psychological Attitudes by Robinson and Shaver (1973). Each of these four measures is briefly discussed below, and the instrument concludes this appendix.

A. The Measures

1. Dimensions of Value (Withey, 1965), items number 1-12 in the PADS Survey. -- This subset contains four personality elements which relate to social interaction. The elements are the four basic value dimensions of Bales and Couch (1969): Acceptance of authority (Items 1, 5, 9), Need-determined expression (Items 2, 6, 10), Equalitarianism (Items 3, 7, 11), and Individualism (Items 4, 8, 12). A measure of values was included the the Survey because they "are assumed to be central to the way an individual structures his world and defines himself and thus are not subject to experimental change (Robinson and Shaver, p.491)." By using a values measure it is possible to obtain a description of the group being measured for selected variables. The Withey scales were selected because they can be classified as values of what ought to be desired (Robinson and Shaver, p.498), and because they are short (12 items, five minutes) easily administered, and easily scored.

2. Status-Concern Scale (Kaufman, 1957), items number 13-22 in the PADS Survey. -- The Kaufman scale was originally used to determine the relationships existing between concern for status and anti-Semitism.

It has been used here to evaluate the hypothesis of a relationship between concern for status and desegregation. Results of studies such as this suggest that attitudes toward status and status mobility are more important than actual status (Robinson and Shaver, p.385). Robinson and Shaver (p.302) classify the Kaufman scale as one related to authoritarianism. The ten items in the scale require less than ten minutes to complete.

3. Short Dogmatism Scale (Troldahl and Powell, 1965), items number 23-42 in the PADS Survey. -- "This scale was designed to reduce the length of Rokeach's (1960) dogmatism scale so that it could be included in survey studies (Robinson and Shaver, p.433)." The Rokeach and Troldahl and Powell scales conceptualize general authoritarianism which "represents an attempt to link deepseated personality dispositions with the socially significant forms of belief and social behavior involved in adhering to a rigid and dogmatic ideology and in discriminating against outgroups... (T)he motivation of intolerant, ethnocentric, rigid, and authority-dependent persons is of great practical as well as theoretical significance (Robinson and Shaver, p.295)." The scale requires about 15 minutes to complete.

4. Anomy Scale (McClosky and Schaar, 1965), items number 43-51 on the PADS Survey. Anomia is viewed as an indiviudal's generalized, pervasive sense of social malintegration or self-to-others alienation (vs. self-to-others belongingness). As discussed by Robinson and Shavers (p.252), anomy can be defined as normlessness. Anomic feelings may result when socialization and the learning of social norms are impeded, probably by the three psychological factors of cognition, emotion, and an individual's beliefs and opinions. McClosky and Schaar found that those individuals holding extreme beliefs and having a rejective attitude towards people were

also high on anomy. The nine items can be completed in less than ten-minutes.

B. Scoring

1. Items 1-22. -- These items consisted of five-choice Likert-type scales. The subject was asked to respond to each item according to the following scale, and was given the number of points indicated.

5 points -- STRONGLY AGREE

4 points -- AGREE

3 points -- DON'T KNOW

2 points -- DISAGREE

1 point -- STRONGLY DISAGREE

The scoring system used here does not coincide with that used by the original authors. The following relationships were used in the PADS survey:

a. Dimensions of Value

Each element (3 items each): 3 points = low agreement with value; 15 points = high agreement with value. Total for scale: 12 points low, 60 points high.

b. Status-Concern Scale

Range is 10 (low concern with status) to 50 (high concern with status).

2. Items 23-51. -- These items had two options (AGREE-DISAGREE). AGREE responses were given one (1) point, DISAGREE responses were given zero (0) points.

a. Short Dogmatism Scale

Twenty items, range 0 (low degree of dogmatism) to 20 (high degree of dogmatism).

b. Anomy Scale

Nine items, range 0 (low or non-anomic) to 9 (highly anomic).

ATTACHMENT C-4

DESCRIPTIVE SUMMARY OF FIRST YEAR STUDENT ATTITUDE SURVEY OUTCOMES (1977-78)

A short summary of first year attitude results, by item, follows. Statistical data for these items appear in the form of tables and are included in Attachment C-5. All tables present student response outcomes in percents.

- Percent of Students Identifying Racism As A Major School Problem. -- Item 9 listed 13 typical school problem areas but this evaluation focused on only one of these, Racism. Experimental students at the junior and senior high levels viewed racism as less of a problem in their schools than did control students. The elementary pupils reported racism as a problem in low and generally similar percentages. In addition, the junior and senior high experimental groups parallel the senior high school results reported for high school students on a statewide level. This is a positive outcome (See Table 3).

- Percent of Students Reporting Racial Problems As A Major Issue in School Protests. -- Of those pupils who reported major protests in their school during 1977-78, relatively few identified racial incidents or problems as the major issue (Item 15). Both experimental and control groups closely paralled the results of the state survey. This is a neutral result (Table 4).

- Student Concern About Various Race-Related Issues. -- Although Item 21 consisted of a long list of issues (19), two of these (b. Busing for Desegregation) and (n. Racial Problems) were of central interest to the PADS evaluation. Although the experimental pupils were more concerned about busing than were control pupils, this result was, perhaps, to be expected owing to the fact that the control senior high school is not included in the busing plan presently proposed for the Cleveland schools. The percentage of reported concern increased at the other two levels for the control schools but decreased slightly for the experimental schools. All results for 21b. were above the level reported in the Ohio survey.

  With the exception of the junior high groups, Item 21n. was reported of concern to experimental and control students at about the same rates, and was consistent with the levels reported by the Ohio survey. This is a neutral result (Table 5).

- Item Number 22. -- This item did not appear correctly in the PADS instrument. Consequently, it has been omitted from this evaluation.

- Acceptance of Other Races, Nationalities, and Religions (Item 23). -- The senior high experimental group was more accepting of other races as neighbors, employees, and citizens than was the control group, which was more accepting of other races as friends. The secondary experimental group was much more accepting of members of other religious and nationalities than were the control students. The same result was true at the elementary level where the experimental students reported higher levels of acceptance of all three groups in all four categories. The junior high experimental students, however, reported less acceptance of other nationalities, somewhat mixed levels of accepting other religions, and about the same as the control groups on the acceptance of other races. This is a fairly positive result (Table 6).when taken overall.

- Racism As A Problem In This Country. -- Item 24 asked students if they believe racism to be a problem in this country and, if yes, what is the best solution to the problem. At the senior high and elementary levels the experimental students responded negatively much more often than did the control students. However, neither group of experimental student prescribed the provision of racial balance in the schools as a solution. The two junior high groups were essentailly identical on both parts of Item 24. These results may be viewed as neutral (Table 7).

- Should Measures Be Taken To Provide Racial Balance In Schools? Although the students in these samples did not prescribe racial balance in schools as a solution to racism (See Item 24), many of them did believe that such measures should be taken within the public schools (Item 25. See Table 8). Pupils agreed that any busing should be voluntary, but busing as a solution was not a popular choice. This is a negative result.

- Relationships Between Racial and Ethnic Groups in School. -- Item 29 was designed to determine personal attitudes toward racial-ethnic relationships. As shown in Table 9, the experimental students at all levels reported that racial-ethnic groups get along well together much more often than did the control groups. Conversely, the control groups reported much more "simple toleration" than did the experimental groups. This is a very positive result.

- Do Pupils Disagree With Their Parents About Desegregation? -- The results of Item 30 indicate that very few of the pupils in any group disagree with their parents about desegregation, or about any of the listed items for that matter. The percentages are, in addition, below even those reported by the state survey. This is a neutral result (Table 10).

How Important Is Racial Equality? -- The importance of racial equality (Item 31) to experimental students was less than to control students at all levels, when the two highest importance responses were summed (very important plus important). When only the highest (very important) responses were compared the two junior high groups were essentially the same while the elementary and senior high experimental groups rated racial equality less important than did the control groups (Table 11). The junior and senior high experimental students, however, did report more concern for nonviolent protest than did the control students.

When the two highest categories were summed (Table 12) the results compared favorably to the Ohio survey results. All groups rated racial equality to be of more importance than did the Ohio survey group, with the exception of the senior high experimental group. It is interesting to note that the senior high control groups rated four of the six items more important than did the Ohio survey group, while the Ohio survey group rated four of the items more important than did the experimental senior high group.

Overall, both the experimental and control groups felt that nonviolent protest and racial equality were more important than did the Ohio survey group. However, based on the control/experimental group comparisons of these two concerns, these findings may, for PADS evaluation purposes, be interpreted as a neutral result.

ATTACHMENT C-5

STATISTICAL TABLES RELATED
TO FIRST YEAR STUDENT ATTITUDE
SURVEY OUTCOMES (1977-78)

TABLE 1

SECONDARY STUDENT QUESTIONNAIRE
FACTORS

FACTOR	ITEM NUMBER
1. Demographic	1, 2, 3, 4, 5, 6
2. Neutral	7, 8, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 26, 27, 28, 32
3. PADS Project	9, 15, 21, 22, 23, 24, 25, 29, 30, 31

TABLE 2

NUMBER OF PARTICIPANTS BY GRADE
LEVEL AND TREATMENT

Level	Number of Students	
	Experimental	Control
Senior High	24	39
Junior High	53	53
Elementary	51	51
Total	128	143

TABLE 3

PERCENT OF STUDENTS IDENTIFYING RACISM
AS A MAJOR SCHOOL PROBLEM

	Experimental	Control	
	%	%	Ohio
Senior High	8.3	20.0	10.0
Junior High	12.7	23.1	--
Elementary	5.9	3.9	--

TABLE 4

PERCENT OF STUDENT REPORTING RACIAL PROBLEMS
AS A MAJOR ISSUE IN SCHOOL PROTESTS

	Yes	No	Don't Know	Racial Related
Senior High:				
Experimental	20.8	45.8	29.2	8.3
Control	47.5	22.5	30.0	7.5
Junior High:				
Experimental	66.7	22.2	27.5	6.3
Control	49.1	26.4	24.5	17.0
Elementary:				
Experimental	60.8	23.5	13.7	3.9
Control	52.0	18.0	30.0	6.0
Ohio:	29.0	53.0	17.0	10.0

TABLE 5

STUDENT CONCERN ABOUT BUSING FOR DESEGREGATION (21b.) AND RACIAL PROBLEMS (21n.)

	Deep Concern		Some Concern		Dosen't Concern Me	
	21b.	21n.	21b.	21n.	21b.	21n.
Senior High:						
Experimental	75.0	33.3	12.5	45.8	12.5	20.8
Control	37.5	32.5	40.0	55.0	22.5	12.5
Junior High:						
Experimental	74.6	54.5	17.5	38.2	7.9	7.3
Control	57.7	48.1	25.0	50.0	17.3	1.9
Elementary:						
Experimental	68.6	32.7	19.6	40.8	11.8	26.5
Control	57.7	38.8	34.6	36.7	7.7	20.4
Ohio:	20-29*	30-39*		N.G.		N.G.

*As given in report.
N.G. = Not Given.

TABLE 6

PERCENTAGE OF STUDENTS ACCEPTING PERSONS OF OTHER RACES, RELIGIONS, AND NATIONALITIES

Would accept as a...		Other Races			Other Religion			Other Nationalities		
Senior High	Friend	*(66.7)	(71.8)	(74.0)	(70.8)	(48.7)	(69.0)	(83.3)	(35.9)	(69.0)
	Neighbor	(62.5)	(48.7)	(69.0)	(70.8)	(46.2)	(72.0)	(83.3)	(56.4)	(69.0)
	Employee	(75.0)	(69.2)	(75.0)	(62.5)	(46.2)	(70.0)	(83.3)	(43.6)	(68.0)
	Citizen	(62.5)	(48.7)	(74.0)	(79.2)	(35.9)	(69.0)	(83.3)	(64.1)	(70.0)
Junior High	Friend	**(63.5)	(57.7)		(41.3)	(53.5)		(47.5)	(78.8)	
	Neighbor	(46.0)	(48.1)		(60.3)	(53.5)		(46.0)	(75.0)	
	Employee	(69.8)	(67.3)		(44.4)	(57.7)		(42.9)	(73.1)	
	Citizen	(49.2)	(61.5)		(50.8)	(63.5)		(54.0)	(75.0)	
Elementary	Friend	**(66.7)	(56.9)		(51.0)	(35.3)		(58.8)	(39.2)	
	Neighbor	(54.9)	(51.0)		(56.9)	(47.1)		(64.7)	(33.3)	
	Employee	(64.7)	(47.1)		(60.8)	(33.3)		(52.9)	(56.9)	
	Citizen	(56.9)	(49.0)		(49.0)	(37.3)		(68.6)	(52.9)	

*Read: (Exp.) (Control) (Ohio)
**Read: (Exp.) (Control

TABLE 7

PERCENTAGE OF STUDENTS SEEING RACISM
AS A PROBLEM IN THIS COUNTRY

	Percent Agreeing	Provide Racial Balance in Schools
Senior High		
Experimental	56.5	4.3
Control	81.1	18.8
Ohio	80.0	11.0
Junior High		
Experimental	73.8	21.3
Control	68.6	23.1
Elementary		
Experimental	37.5	6.3
Control	67.4	18.2

TABLE 8

PERCENT OF STUDENTS AGREEING THAT MEASURES SHOULD BE TAKEN TO PROVIDE RACIAL BALANCE IN SCHOOLS

	Percent Agreeing	Forced Busing	Voluntary Busing
Senior High			
Experimental	22.7	0.0	57.1
Control	68.4	11.1	33.3
Ohio	38.0	6.0	25.0
Junior High			
Experimental	42.6	11.6	19.2
Control	59.2	8.1	43.2
Elementary			
Experimental	43.5	16.7	36.7
Control	13.0	0.0	14.0

TABLE 9

RACIAL/ETHNIC RELATIONSHIPS IN SCHOOLS

	Elementary		Junior High		Senior High		
	Exp.	Control	Exp.	Control	Exp.	Control	Ohio
Get Along Well	(60.8)	(51.1)	(68.3)	(44.4)	(70.8)	(42.1)	(43.0)
Class Together (Do Not Work Together)	(7.8)	(9.8)	(9.5)	(9.3)	(4.2)	(13.2)	(10.0)
Tolerate Each Other	(3.9)	(6.7)	(12.7)	(27.8)	(16.7)	(29.0)	(15.0)
Open Hostility	(5.9)	(0.0)	(4.8)	(5.6)	(4.2)	(2.6)	(4.0)

TABLE 10

ISSUES OF DISAGREEMENT WITH PARENTS

	Elementary		Junior High		Senior High		
	Exp.	Control	Exp.	Control	Exp.	Control	Ohio
Desegregation	(5.6)	(7.0)	(5.5)	(5.6)	(3.2)	(4.9)	(N.G.)
Using Drugs	(11.9)	(20.2)	(11.9)	(18.5)	(13.8)	(10.7)	(26.0*)
Getting Married	(3.4)	(3.4)	(4.5)	(5.6)	(3.2)	(3.9)	(<16.0)
Going to Church	(5.1)	(1.6)	(5.5)	(16.7)	(2.1)	(4.9)	(26.0*)
Moral Issues	(5.6)	(1.6)	(2.0)	(13.0)	(4.3)	(3.9)	(<16.0)
Friends	(10.7)	(12.4)	(14.4)	(37.0)	(13.8)	(10.7)	(26.0*)

N.G. = Not Given.
*Estimated from information given in report.

TABLE 11

IMPORTANCE OF VARIOUS ISSUES
(Very Important)

	Elementary		Junior High		Senior High		
	Exp.	Control	Exp.	Control	Exp.	Control	Ohio
a. Your School	(54.9)	(50.0)	(52.4)	(33.3)	(25.0)	(52.5)	(29.0)
c. Nonviolent Protest	(15.7)	(14.3)	(15.4)	(13.7)	(13.0)	(15.4)	(11.0)
e. Religion	(23.5)	(42.0)	(29.0)	(41.2)	(16.7)	(56.1)	(26.0)
f. Family	(92.2)	(85.7)	(81.3)	(86.3)	(50.0)	(77.5)	(72.0)
1. Friends	(58.8)	(58.0)	(66.7)	(45.1)	(54.2)	(45.0)	(59.0)
d. Racial Equality	(23.5)	(34.8)	(25.4)	(23.5)	(12.5)	(33.3)	(22.0)

TABLE 12

IMPORTANCE OF VARIOUS ISSUES
(Very Important plus Important)

	Elementary		Junior High		Senior High		
	Exp.	Control	Exp.	Control	Exp.	Control	Ohio
a. Your School	(90.2)	(82.0)	(84.1)	(80.4)	(75.0)	(80.0)	(78)
c. Nonviolent Protest	(58.8)	(70.0)	(55.6)	(82.7)	(58.3)	(80.5)	(61)
e. Religion	(66.7)	(65.3)	(47.7)	(39.2)	(45.8)	(35.9)	(35)
f. Family	(94.2)	(95.9)	(92.2)	(100.0)	(79.2)	(90.0)	(94)
1. Friends	(84.3)	(84.0)	(95.2)	(97.9)	(95.8)	(92.5)	(93)
d. Racial Equality	(66.7)	(73.3)	(60.3)	(72.0)	(39.1)	(66.7)	(56)

TABLE 13

SUMMARY OF STUDENT ATTITUDE RESULTS

Item	Response		
	Positive	Neutral	Negative
9	x		
15		x	
21		x	
23	x		
24		x	
25			x
29	x		
30		x	
31		x	
Total	3	5	1

ATTACHMENT C-6

STATISTICAL SUMMARY
OF FIRST YEAR ADULT
ATTITUDE SURVEY OUTCOMES (1977-78)

TABLE 1

DIMENSIONS OF VALUE:
RESULTS

(ITEMS 1-12)

Group	Mean	Variance	F-Statistic
Experimental Teachers	38.28	33.79	
Control Teachers	39.73	36.30	1.084*
Advisory Committee	36.92	51.41	

*Not Significant: $df_{num} = 2$; $df_{den} = 78$.

TABLE 2

STATUS-CONCERN SCALE:
RESULTS

(ITEMS 13-22)

Group	Mean	Variance	F-Statistic
Experimental Teachers	26.48	53.08	
Control Teachers	29.03	74.17	1.267
Advisory Committee	25.42	72.41	

*Not Significant: $df_{num} = 2$; $df_{den} = 78$.

TABLE 3

SHORT DOGMATISM SCALE: RESULTS

(ITEMS 23-42)

Group	Mean	Variance	F-Statistic
Experimental Teachers	4.03	9.55	
Control Teachers	5.30	10.01	1.234*
Advisory Committee	4.67	14.72	

*Not Significant: $df_{num} = 2$; $df_{den} = 78$.

TABLE 4

ANOMY SCALE RESULTS

(ITEMS 43-51)

Group	Mean	Variance	F-Statistic
Experimental Teachers	2.59	2.38	6.753*
Control Teachers	4.13	4.36	
Advisory Committee	2.50	3.58	

*Significant: $p < .01$. $df_{num} = 2$; $df_{den} = 78$.

TABLE 5

RESULTS OF t-TESTS ON
ANOMY SCORES

Comparison	Mean	n	t
1. Experimental	2.59	29	3.31*
vs			
Control Teachers	4.13	40	
2. Advisory Groups	2.50	12	2.37**
vs			
Control Teacher	4.13	40	
3. Experimental	2.50	29	0.15
vs			
Advisory Group	2.59	12	

*Significant, $p < .002$, df = 67.
**Significant $p < .05$, df = 50.

ATTACHMENT C-7

RESPONSES TO REQUESTS
FOR INFORMATION REGARDING THE IDENTIFICATION OF A
NEW ATTITUDE INSTRUMENT (1978-79)

CLEVELAND STATE UNIVERSITY
CLEVELAND, OHIO 44115

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL SPECIALISTS

(216) 687-4613

October 25, 1978

Mr. John Ryan
PADS Program
Harvard Elementary School
6900 Harvard Avenue
Cleveland, OH 44105

Dear Mr. Ryan:

In our conference last week, I indicated that I did not know of a standardized attitude scale which I felt was valid enough to recommend. I have now done some reading in the area, reviewed test publishers advertisements, and talked with some of the assessment specialists here at Cleveland State. The result of all of this is that I still have not found one which I feel is valid and appropriate as an evaluation tool for the PADS Program.

The problem is that attitudes are not observable behaviors. They are inferred concepts. We observe a behavior and infer that the behavior was caused by an attitude. It is possible to measure the behavior but not the inferred cause. Still I, and many other people, feel that attitudes are real and a major cause of behavior.

I will continue to look for an attitude scale which I feel is both valid and appropriate for your program. If I can't find one I think we have three options:

1. Develop one
2. Go with one which is on the market and of questionable validity
3. Find some other evaluation process which the state will accept

Developing our own would be a useful process but would be very time consuming. It would definitely take more time than one school year. Thus, the third option seems most appropriate to me. If, however, we can't work that out with the state, we can go with option 2.

Sincerely,

Frank L. O'Dell

Frank L. O'Dell, Ph.D.
Associate Professor of Education

AREA COOPERATIVE EDUCATIONAL SERVICES
800 DIXWELL AVENUE · NEW HAVEN, CONNECTICUT 06511
(203) 562 · 9967

a.c.e.s.

November 22, 1978

Dr. Kenneth J. Osicki
Research Associate
Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114

Dear Dr. Osicki:

I hope that the referrals made relative to attitudes testing in a desegregated setting are of assistance to you. In reviewing our work at ACES on this topic I was not able to identify appropriate and statistically reliable attitudes instruments to meet your purpose. I wish you every good fortune in identifying existing instrumentation though I suspect you may have to develop your own.

Be assured that I will forward to you any other information I receive on this topic.

Sincerely:

Dr. Andrew S. Carrano
Deputy Executive Director

ASC/dv

ACES is an Equal Opportunity Agency

CEMREL, Inc.
A National Educational Laboratory

September 13, 1978

Ken Osicki
Cleveland Public Schools
1380 E. Sixth St.
Cleveland, OH 44114

Dear Mr. Osicki:

The enclosed inventories, red booklet, and letter from Johns Hopkins are yours to keep if you wish, in response to your request for materials on attitude measures related to desegregation. The seven reports enclosed in numbered folders are on loan from the Midwest Regional Exchange. You may photocopy any part of them. All deal with the student team learning project of the Center for Social Organization of Schools. Some have reference bibliographies which may lead you farther. These are due back at CEMREL in approximately two weeks.

As I mentioned on the telephone, you might also seek help from the ERIC Clearinghouse on Urban Education and the ERIC Clearinghouse on Tests, Measurement, & Evaluation (their "ERIC/TM Report 30: Procedures and Issues in the Measurement of Attitudes" is ED 099 426). I hope this information is helpful.

Sincerely,

Stephanie Siegel

Stephanie Siegel
Midwest Regional Exchange

SS/ar
Enclosure

cc: Greg Goodman
Margaret Mauter
Marian Kilbane-Flash

3120 59th Street
St. Louis, Missouri 63139
Tel: (314) 781 2900

ATTACHMENT C-8

STUDENT AND ADULT ATTITUDE SURVEY
(1978-79)

CLEVELAND PUBLIC SCHOOLS
DIVISION OF RESEARCH AND DEVELOPMENT

PUPILS ADJUSTMENT IN A DESEGREGATED SETTING
ATTITUDES SURVEY

1978 - 1979

A.

NAME _____

NUMBER _____ DATE _____

OTHER _____

DO NOT OPEN THIS BOOKLET UNTIL
INSTRUCTED TO DO SO!

B.

The purpose of this survey is to assess individual and group attitudes toward competencies necessary for effective pupil adjustment in a desegregated setting.

Please study each item carefully before responding. However, it is important that you respond to each item in order to make the results of this survey comprehensive, accurate, and timely.

- Read each statement carefully.
- Think about how well the statement describes the group you are in.
- Circle <u>one</u> (and only one) response for each statement.

  Circle <u>SD</u> if you <u>Strongly Disagree</u> with the statement.
  Circle <u>D</u> if you <u>Disagree</u> with the statement.
  Circle <u>A</u> if you <u>Agree</u> with the statement.
  Circle <u>SA</u> if you <u>Strongly Agree</u> with the statement.

- Mark your response directly on this form.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. In our group, most people know each other by name when they work or talk together.	SD	D	A	SA
2. People in our group express their individual feelings openly and honestly to each other.	SD	D	A	SA
3. Many people in our group often use lables, words, or phrases to ridicule or "put down" other persons or groups.	SD	D	A	SA
4. Decisions on how things should be done are made by group leaders in our group with out checking the opinions of others in the group.	SD	D	A	SA
5. Most people I know recognize and express their values and opinions.	SD	D	A	SA
6. I like our group very much.	SD	D	A	SA
7. In our group, most people stay off by themselves and do not include others in their activities.	SD	D	A	SA
8. People in our group freely share their concerns, interests, or joys with other people in the group.	SD	D	A	SA
9. Many people in our group often carry on private conversations during meetings rather than contribute to the whole group.	SD	D	A	SA
10. Our group generally makes decisions after seeking a lot of information from others.	SD	D	A	SA

	Strongly Disagree	Disagree	Agree	Strongly Agree
11. Most people I know use stereotype statements and labels to describe	SD	D	A	SA
12. Almost all of the people in my group are friendly toward me.	SD	D	A	SA
13. The people in our group criticize each other a lot.	SD	D	A	SA
14. People in our group generally are willing to listen as others express their feelings.	SD	D	A	SA
15. Different points of view are often explored by the people in our group.	SD	D	A	SA
16. In our group we let our leaders solve our problems because they are the ones who really know the right answers.	SD	D	A	SA
17. Most activities in our group include people with different backgrounds.	SD	D	A	SA
18. I sometimes feel nervous and uneasy in our group.	SD	D	A	SA
19. The people in our group usually blame others when things seem to go wrong.	SD	D	A	SA
20. Our group tends to ignore feelings expressed by members of the group.	SD	D	A	SA
21. Our group members seldom make comments or ask questions to check their understanding of what they heard.	SD	D	A	SA

	Strongly Disagree	Disagree	Agree	Strongly Agree
22. In our group we share ideas and information often and freely.	SD	D	A	SA
23. Our group demonstrates an appreciation and understanding of the various ethnic and racial background of its members.	SD	D	A	SA
24. This group makes me want to work as hard as I can.	SD	D	A	SA
25. In our group people often ask each other for opinions and feelings.	SD	D	A	SA
26. The members of our group avoid making judgemental statements..	SD	D	A	SA
27. Rumors are often circulated in our group.	SD	D	A	SA
28. Our group generally saves time by using the first solution suggested to solve a problem.	SD	D	A	SA
29. Our group often takes time to develop an understanding of the values held by its members.	SD	D	A	SA
30. I sometimes think everyone will laugh at me when I say something in this	SD	D	A	SA

ATTACHMENT C-9

COMPARISON OF PRE-POST
GROUP MEANS: ATTITUDE TEST
(1978-79)

GROUP & GRADE[a]	MEAN PRE	MEAN POST	DF*	SD	t
6T	82.9	81.0	26	8.70	1.1
6C	73.5	75.5	30	7.93	1.4
7T	79.0	70.8	20	27.90	0.6
7C	75.4	75.9	25	8.98	0.3
9T	87.0	81.4	35	24.56	2.3[b]
9C	NO POSTTEST GROUP				
10T	81.4	82.2	27	14.32	0.3
10C	86.1	83.4	27	17.20	0.5
ADULT T (Dependent)	96.9	96.3	13	16.22	0.1

[a]T = treatment group; C = control group.

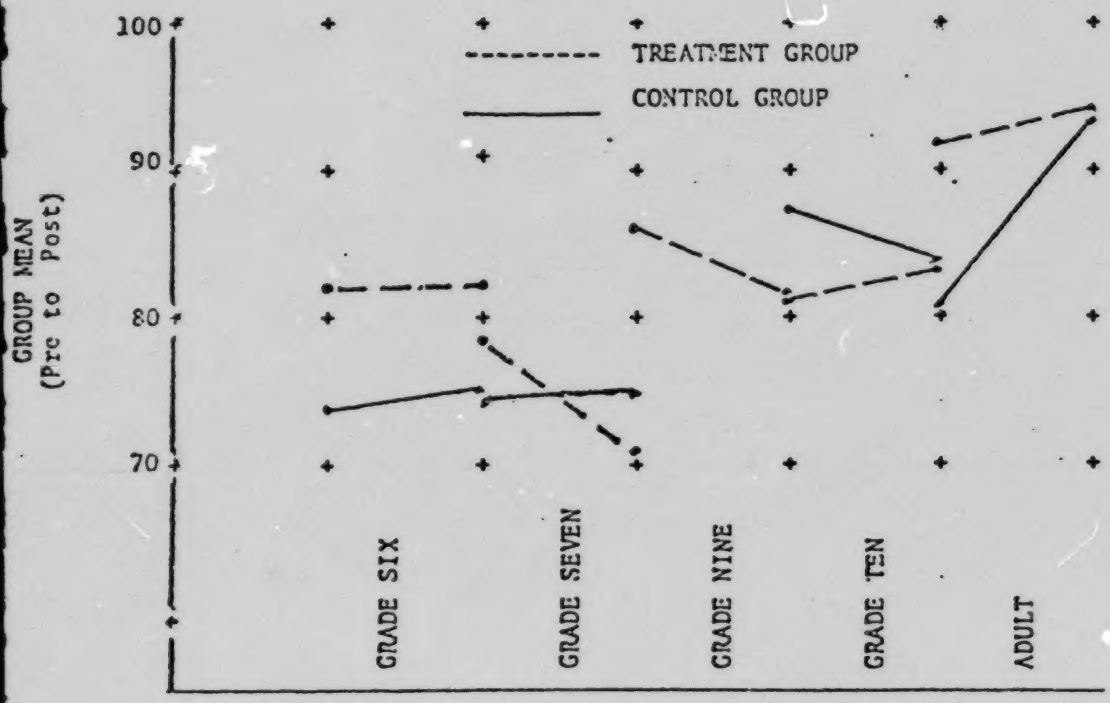
[b]Significant. Probability < .05.

DF = N-1 (where N=number of matched pairs in the sample).

ATTACHMENT C-10

GRAPHIC ILLUSTRATION OF PRE-POST
ATTITUDE CHANGES

1978-1979



ATTACHMENT C-11

1979-80 PRE-POST ANALYSIS OF PADS
ATTITUDE SURVEY BY PARTICIPANT GROUP[a]

Group/Grade Level	N	Pre $\bar{X}$	S.D.	Post X	S.D.	Difference $\bar{X}$	Difference S.D.	t
Preadmission								
. Grade 6		NO POST SURVEY DATA AVAILABLE						
Orientation								
. Grade 7-9	32	78.94	10.71	86.16	10.92	7.22	10.04	4.07*
. Grade 10	12	75.67	14.94	84.67	6.80	9.00	12.48	2.50*
Classroom								
. Grade 6	96	71.94	11.96	82.94	9.14	11.00	10.42	10.34*
. Grade 7-9	53	74.38	8.36	81.47	7.78	7.09	7.82	6.60*
. Grade 10-12	46	77.67	8.98	84.63	8.63	6.96	9.12	5.17*
Adult	26	80.69	8.44	93.23	8.56	12.54	10.58	6.05*

* $p < .05$

[a] Attitude Survey respondents were asked to indicate how effectively their group has adjusted to a desegregated school setting. A total of 30 statements were to be assessed on a four-point scale of agreement ranging from "Strongly Agree" (4) to "Strongly Disagree" (1). A total response value of 120 points represented the most positive assessment of the group's adjustment.

ATTACHMENT C-12

ANALYSIS OF COVARIANCE OF TWO YEAR VS.
ONE YEAR ADULT PARTICIPANT POST ATTITUDE
SURVEY SCORES USING THEIR PRE SCORES AS A COVARIATE
(1979-80)

Source	SS	df	MS	F	Significance Level
Covariate/PreScore	93.37	1	93.37	1.50	.234
Between	301.03	1	301.03	4.82	.038
Within/Error	1436.21	23	62.44		
Total	1830.61	25	73.23		

Group	N	PreScore $\overline{X}$	Unadjusted PostScore $\overline{X}$	Adjusted PostScore $\overline{X}$
Two Year Participants	10	81.11	98.00	97.91
One Year Participants	16	79.00	90.71	90.75
Total	26	80.69	93.23	93.23

ATTACHMENT C-13

ANALYSIS OF COVARIANCE OF HIGH VS. LOW PADS ACTIVITY USERS' CLASSROOM POST ATTITUDE SCORES USING THEIR PRE SCORES AS A COVARIATE#

ELEMENTARY CLASSROOM SAMPLE

Source	SS	df	MS	F	Significance Level
Covariate/PreScore	1345.44	1	1345.44	18.19	.001
Between	27.18	1	27.18	.37	.548
Within/Error	3033.27	41	73.98		
Total	4405.88	43	102.46		

Group	N	PreScore $\bar{X}$	Unadjusted PostScore $\bar{X}$	Adjusted PostScore $\bar{X}$
High User Classroom	22	70.00	82.86	84.34
Low User Classroom	22	77.37	87.46	85.98
Total	44	73.68	85.16	85.16

JUNIOR HIGH CLASSROOM SAMPLE

Source	SS	df	MS	F	Significance Level
Covariate/PreScore	308.34	1	308.34	7.81	.012
Between	39.69	1	39.69	1.01	.329
Within/Error	710.63	18	39.48		
Total	1058.67	20	52.93		

Group	N	PreScore $\bar{X}$	Unadjusted PostScore $\bar{X}$	Adjusted PostScore $\bar{X}$
High User Classroom	10	77.90	84.20	82.89
Low User Classroom	11	70.81	78.72	79.91
Total	21	74.19	81.33	81.33

SENIOR HIGH CLASSROOM SAMPLE

Source	SS	df	MS	F	Significance Level
Covariate/PreScore	914.27	1	914.27	18.46	.001
Between	.66	1	.66	.01	.909
Within/Error	1040.02	21	49.53		
Total	1954.96	23	84.99		

Group	N	PreScore $\bar{X}$	Unadjusted PostScore $\bar{X}$	Adjusted PostScore $\bar{X}$
High User Classroom	15	81.60	89.00	87.10
Low User Classroom	9	74.44	83.56	86.73
Total	24	78.92	86.96	86.96

High Pads activity users presented at least three project activities per month within their classroom during an approximate six month period. Low users introduced not more than one project activity per month during the same period.

ATTACHMENT C-14

PRE ATTITUDE ITEM RESPONSE SUMMARY
Elementary Classroom Group
(1979-80)

N=96	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. In our group, most people know each other by name when they talk together.	3%	7%	51%	39%	
2. People in our group express their individual feelings openly and honestly to each other.	13%	47%	27%	13%	
3. Many people in our group often use labels, words, or phrases to ridicule or "put down" other persons or groups.	14%	35%	33%	18%	
4. Decisions on how things should be done are made by group leaders in our group without checking the opinions of others in the group.	12%	22%	38%	27%	1%
5. Most people I know recognize and express their values and opinions.	6%	15%	57%	20%	2%
6. I like our group very much.	4%	16%	51%	29%	
7. In our group, most people stay off by themselves and do not include others in their activities.	13%	25%	37%	25%	
8. People in our group freely share their concerns, interest, or joys with other people in the group.	15%	18%	42%	23%	2%
9. Many people in our group often carry on private conversations during meetings rather than contribute to the whole group.	28%	35%	22%	13%	2%
10. Our group generally makes decisions after seeking a lot of information from others.	9%	24%	50%	14%	3%
11. Most people I know use stereotype statements and labels to describe other people.	21%	31%	31%	16%	1%
12. Almost all of the people in my group are friendly toward me.	9%	16%	38%	34%	3%

* Not included are the responses made by pre-admission and orientation student participants.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
13. The people in our group criticize each other a lot.	28%	31%	27%	13%	1%
14. People in our group generally are willing to listen as other express their feelings.	9%	28%	48%	13%	2%
15. Different points of view are often explored by the people in our group.	8%	19%	59%	13%	1%
16. In our group we let our leader solve our problems because they are the ones who really know the right answers.	16%	31%	31%	21%	1%
17. Most activities in our group include people with different backgrounds.	8%	22%	53%	16%	1%
18. I sometimes feel nervous and uneasy in our group.	24%	35%	24%	15%	2%
19. The people in our group usually blame others when things seem to go wrong.	32%	40%	16%	10%	2%
20. Our group tends to ignore feelings express by members of the group.	13%	26%	49%	10%	2%
21. Our group members seldom make comments or ask questions to check their understanding of what they heard.	18%	39%	28%	12%	3%
22. In our group we share ideas and information often and freely.	6%	22%	46%	23%	3%
23. Our group demonstrates an appreciation and understanding of the various ethnic and racial background of its members.	6%	28%	55%	9%	2%
24. This group makes me want to work as hard as I can.	15%	27%	34%	23%	1%
25. In our group people often ask each other for opinions and feelings.	8%	26%	45%	20%	1%

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
26. The members of our group avoid making judgemental statements.	7%	31%	45%	15%	2%
27. Rumors are often circulated in our group.	16%	37%	37%	9%	1%
28. Our group generally saves time by using the first solution suggested to solve a problem.	15%	31%	39%	14%	1%
29. Our group often takes time to develop an understanding of the values held by its members.	7%	20%	52%	20%	1%
30. I sometimes think everyone will laugh at me when I say something in my group.	22%	27%	31%	16%	4%

PRE ATTITUDE ITEM RESPONSE SUMMARY
Junior High Classroom Group
(1979-80)

N=53	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. In our group, most people know each other by name when they talk together.	4%	19%	58%	19%	
2. People in our group express their individual feelings openly and honestly to each other.	25%	40%	26%	9%	
3. Many people in our group often use labels, words, or phrases to ridicule or "put down" other persons or groups.	17%	28%	34%	19%	2%
4. Decisions on how things should be done are made by group leaders in our group without checking the opinions of others in the group.	11%	21%	38%	28%	2%
5. Most people I know recognize and express their values and opinions.	9%	32%	51%	8%	
6. I like our group very much.	6%	19%	54%	21%	
7. In our group, most people stay off by themselves and do not include others in their activities.	11%	8%	51%	30%	
8. People in our group freely share their concerns, interest, or joys with other people in the group.	13%	15%	55%	13%	4%
9. Many people in our group often carry on private conversations during meetings rather than contribute to the whole group.	19%	45%	23%	11%	2%
10. Our group generally makes decisions after seeking a lot of information from others.	17%	25%	39%	17%	2%
11. Most people I know use stereotype statements and labels to describe other people.	9%	25%	53%	11%	2%
12. Almost all of the people in my group are friendly toward me.	8%	19%	49%	23%	

* Not included are the responses made by pre-admission and orientation student participants.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
13. The people in our group criticize each other a lot.	21%	25%	41%	13%	
14. People in our group generally are willing to listen as other express their feelings.	19%	26%	42%	13%	
15. Different points of view are often explored by the people in our group.	11%	21%	49%	17%	2%
16. In our group we let our leader solve our problems because they are the ones who really know the right answers.	15%	21%	26%	34%	4%
17. Most activities in our group include people with different backgrounds.	11%	21%	53%	15%	
18. I sometimes feel nervous and uneasy in our group.	15%	32%	34%	19%	
19. The people in our group usually blame others when things seem to go wrong.	19%	34%	30%	15%	2%
20. Our group tends to ignore feelings express by members of the group.	13%	32%	38%	15%	2%
21. Our group members seldom make comments or ask questions to check their understanding of what they heard.	13%	41%	25%	21%	
22. In our group we share ideas and information often and freely.	19%	19%	49%	9%	4%
23. Our group demonstrates an appreciation and understanding of the various ethnic and racial background of its members.	17%	36%	41%	6%	
24. This group makes me want to work as hard as I can.	17%	17%	51%	15%	
25. In our group people often ask each other for opinions and feelings.	13%	34%	40%	13%	

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
26. The members of our group avoid making judgemental statements.	19%	52%	25%	2%	2%
27. Rumors are often circulated in our group.	17%	15%	43%	23%	2%
28. Our group generally saves time by using the first solution suggested to solve a problem.	6%	34%	37%	21%	2%
29. Our group often takes time to develop an understanding of the values held by its members.	6%	28%	49%	13%	4%
30. I sometimes think everyone will laugh at me when I say something in my group.	13%	17%	36%	26%	8%

PRE ATTITUDE ITEM RESPONSE SUMMARY
Senior High Classroom Group
(1979-80)

N=46	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. In our group, most people know each other by name when they talk together.	2%	17%	59%	22%	
2. People in our group express their individual feelings openly and honestly to each other.	17%	35%	35%	13%	
3. Many people in our group often use labels, words, or phrases to ridicule or "put down" other persons or groups.	20%	43%	22%	13%	2%
4. Decisions on how things should be done are made by group leaders in our group without checking the opinions of others in the group.	13%	26%	41%	20%	
5. Most people I know recognize and express their values and opinions.		28%	50%	20%	2%
6. I like our group very much.	4%	11%	65%	20%	
7. In our group, most people stay off by themselves and do not include others in their activities.	7%	13%	63%	17%	
8. People in our group freely share their concerns, interest, or joys with other people in the group.	2%	22%	65%	11%	
9. Many people in our group often carry on private conversations during meetings rather than contribute to the whole group.	20%	48%	28%	4%	
10. Our group generally makes decisions after seeking a lot of information from others.	2%	28%	55%	15%	
11. Most people I know use stereotype statements and labels to describe other people.	13%	42%	41%	4%	
12. Almost all of the people in my group are friendly toward me.	2%	7%	69%	22%	

* Not included are the responses made by pre-admission and orientation student participants.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
13. The people in our group criticize each other a lot.	24%	26%	41%	9%	
14. People in our group generally are willing to listen as other express their feelings.		24%	63%	13%	
15. Different points of view are often explored by the people in our group.	2%	15%	63%	20%	
16. In our group we let our leader solve our problems because they are the ones who really know the right answers.	9%	20%	41%	30%	
17. Most activities in our group include people with different backgrounds.	2%	11%	70%	15%	2%
18. I sometimes feel nervous and uneasy in our group.	2%	28%	37%	33%	
19. The people in our group usually blame others when things seem to go wrong.	9%	26%	54%	9%	2%
20. Our group tends to ignore feelings express by members of the group.	9%	33%	43%	15%	
21. Our group members seldom make comments or ask questions to check their understanding of what they heard.	9%	37%	43%	11%	
22. In our group we share ideas and information often and freely.	4%	13%	57%	26%	
23. Our group demonstrates an appreciation and understanding of the various ethnic and racial background of its members.	7%	24%	54%	15%	
24. This group makes me want to work as hard as I can.	4%	29%	50%	17%	
25. In our group people often ask each other for opinions and feelings.		42%	41%	17%	

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
26. The members of our group avoid making judgemental statements.	7%	59%	30%	4%	
27. Rumors are often circulated in our group.	13%	20%	58%	9%	
28. Our group generally saves time by using the first solution suggested to solve a problem.	4%	28%	59%	9%	
29. Our group often takes time to develop an understanding of the values held by its members.	7%	22%	67%	4%	
30. I sometimes think everyone will laugh at me when I say something in my group.	4%	26%	48%	20%	2%

PRE ATTITUDE ITEM RESPONSE SUMMARY
Adult Classroom Group
(1979-80)

N=26	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. In our group, most people know each other by name when they talk together.	35%	50%	11%	4%	
2. People in our group express their individual feelings openly and honestly to each other.	12%	39%	41%	8%	
3. Many people in our group often use labels, words, or phrases to ridicule or "put down" other persons or groups.	8%	23%	31%	38%	
4. Decisions on how things should be done are made by group leaders in our group without checking the opinions of others in the group.	8%	8%	61%	23%	
5. Most people I know recognize and express their values and opinions.	8%	23%	57%	12%	
6. I like our group very much.		20%	65%	15%	
7. In our group, most people stay off by themselves and do not include others in their activities.	4%	38%	46%	12%	
8. People in our group freely share their concerns, interest, or joys with other people in the group.	4%	42%	50%	4%	
9. Many people in our group often carry on private conversations during meetings rather than contribute to the whole group.		65%	27%	8%	
10. Our group generally makes decisions after seeking a lot of information from others.		42%	46%	12%	
11. Most people I know use stereotype statements and labels to describe other people.	12%	27%	46%	15%	
12. Almost all of the people in my group are friendly toward me.		19%	73%	8%	

* Not included are the responses made by pre-admission and orientation student participants.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
13. The people in our group criticize each other a lot.		19%	62%	19%	
14. People in our group generally are willing to listen as other express their feelings.	4%	23%	65%	8%	
15. Different points of view are often explored by the people in our group.	12%	35%	53%		
16. In our group we let our leader solve our problems because they are the ones who really know the right answers.		27%	58%	15%	
17. Most activities in our group include people with different backgrounds.	4%	12%	69%	15%	
18. I sometimes feel nervous and uneasy in our group.	8%	38%	35%	19%	
19. The people in our group usually blame others when things seem to go wrong.	4%	31%	35%	30%	
20. Our group tends to ignore feelings express by members of the group.		12%	69%	19%	
21. Our group members seldom make comments or ask questions to check their understanding of what they heard.		31%	65%	4%	
22. In our group we share ideas and information often and freely.		42%	50%	8%	
23. Our group demonstrates an appreciation and understanding of the various ethnic and racial background of its members.	12%	42%	46%		
24. This group makes me want to work as hard as I can.	4%	35%	57%	4%	
25. In our group people often ask each other for opinions and feelings.	8%	35%	53%	4%	

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
26. The members of our group avoid making judgemental statements.	8%	42%	50%		
27. Rumors are often circulated in our group.	4%	35%	42%	19%	
28. Our group generally saves time by using the first solution suggested to solve a problem.		54%	42%	4%	
29. Our group often takes time to develop an understanding of the values held by its members.	8%	35%	53%	4%	
30. I sometimes think everyone will laugh at me when I say something in my group.	12%	27%	42%	15%	4%

POST ATTITUDE ITEM RESPONSE SUMMARY
Elementary Classroom Group
(1979-80)

N=96	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. In our group, most people know each other by name when they talk together.	2%	5%	38%	55%	
2. People in our group express their individual feelings openly and honestly to each other.	16%	57%	20%	7%	
3. Many people in our group often use labels, words, or phrases to ridicule or "put down" other persons or groups.	16%	41%	29%	14%	
4. Decisions on how things should be done are made by group leaders in our group without checking the opinions of others in the group.	8%	25%	38%	28%	1%
5. Most people I know recognize and express their values and opinions.	2%	22%	60%	16%	
6. I like our group very much.	6%	23%	50%	21%	
7. In our group, most people stay off by themselves and do not include others in their activities.	7%	19%	44%	30%	
8. People in our group freely share their concerns, interest, or joys with other people in the group.	10%	26%	46%	18%	
9. Many people in our group often carry on private conversations during meetings rather than contribute to the whole group.	32%	43%	17%	6%	2%
10. Our group generally makes decisions after seeking a lot of information from others.	7%	21%	59%	13%	
11. Most people I know use stereotype statements and labels to describe other people.	27%	38%	22%	13%	
12. Almost all of the people in my group are friendly toward me.	6%	16%	44%	34%	

* Not included are the responses made by pre-admission and orientation student participants.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
13. The people in our group criticize each other a lot.	28%	23%	35%	12%	2%
14. People in our group generally are willing to listen as other express their feelings.	3%	28%	48%	18%	3%
15. Different points of view are often explored by the people in our group.	10%	24%	44%	20%	2%
16. In our group we let our leader solve our problems because they are the ones who really know the right answers.	15%	18%	31%	34%	2%
17. Most activities in our group include people with different backgrounds.	8%	15%	47%	27%	3%
18. I sometimes feel nervous and uneasy in our group.	24%	22%	34%	18%	2%
19. The people in our group usually blame others when things seem to go wrong.	32%	37%	10%	19%	2%
20. Our group tends to ignore feelings express by members of the group.	14%	31%	37%	16%	2%
21. Our group members seldom make comments or ask questions to check their understanding of what they heard.	15%	49%	26%	8%	2%
22. In our group we share ideas and information often and freely.	6%	23%	45%	24%	2%
23. Our group demonstrates an appreciation and understanding of the various ethnic and racial background of its members.	9%	28%	47%	14%	2%
24. This group makes me want to work as hard as I can.	14%	34%	27%	23%	2%
25. In our group people often ask each other for opinions and feelings.	14%	21%	41%	22%	2%

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
26. The members of our group avoid making judgemental statements.	19%	41%	28%	9%	3%
27. Rumors are often circulated in our group.	3%	40%	26%	18%	13%
28. Our group generally saves time by using the first solution suggested to solve a problem.	7%	25%	35%	29%	4%
29. Our group often takes time to develop an understanding of the values held by its members.	9%	28%	44%	16%	3%
30. I sometimes think everyone will laugh at me when I say something in my group.	38%	19%	18%	21%	4%

ATTACHMENT C-15 - continued

POST ATTITUDE ITEM RESPONSE SUMMARY*
Junior High Classroom Group
(1979-80)

N=53	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. In our group, most people know each other by name when they talk together.	4%	19%	52%	25%	
2. People in our group express their individual feelings openly and honestly to each other.	15%	56%	21%	8%	
3. Many people in our group often use labels, words, or phrases to ridicule or "put down" other persons or groups.	9%	38%	44%	9%	
4. Decisions on how things should be done are made by group leaders in our group without checking the opinions of others in the group.	9%	23%	42%	26%	
5. Most people I know recognize and express their values and opinions.	9%	28%	50%	11%	2%
6. I like our group very much.	13%	28%	46%	13%	
7. In our group, most people stay off by themselves and do not include others in their activities.	9%	26%	35%	30%	
8. People in our group freely share their concerns, interest, or joys with other people in the group.	9%	19%	59%	13%	
9. Many people in our group often carry on private conversations during meetings rather than contribute to the whole group.	19%	43%	19%	15%	4%
10. Our group generally makes decisions after seeking a lot of information from others.	9%	36%	36%	17%	2%
11. Most people I know use stereotype statements and labels to describe other people.	6%	25%	58%	11%	
12. Almost all of the people in my group are friendly toward me.	6%	8%	56%	30%	

* Not included are the responses made by pre-admission and orientation student participants.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
13. The people in our group criticize each other a lot.	17%	26%	42%	15%	
14. People in our group generally are willing to listen as other express their feelings.	13%	25%	39%	23%	
15. Different points of view are often explored by the people in our group.	11%	19%	59%	9%	2%
16. In our group we let our leader solve our problems because they are the ones who really know the right answers.	9%	13%	51%	27%	
17. Most activities in our group include people with different backgrounds.	9%	28%	49%	14%	
18. I sometimes feel nervous and uneasy in our group.	15%	21%	47%	17%	
19. The people in our group usually blame others when things seem to go wrong.	25%	32%	30%	11%	2%
20. Our group tends to ignore feelings express by members of the group.	9%	23%	47%	21%	
21. Our group members seldom make comments or ask questions to check their understanding of what they heard.	26%	30%	36%	8%	
22. In our group we share ideas and information often and freely.	9%	28%	47%	14%	2%
23. Our group demonstrates an appreciation and understanding of the various ethnic and racial background of its members.	15%	36%	36%	11%	2%
24. This group makes me want to work as hard as I can.	19%	42%	26%	13%	
25. In our group people often ask each other for opinions and feelings.	6%	30%	47%	17%	

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
26. The members of our group avoid making judgemental statements.	9%	43%	42%	6%	
27. Rumors are often circulated in our group.	25%	32%	30%	13%	
28. Our group generally saves time by using the first solution suggested to solve a problem.	8%	30%	45%	17%	
29. Our group often takes time to develop an understanding of the values held by its members.	4%	36%	47%	11%	2%
30. I sometimes think everyone will laugh at me when I say something in my group.	13%	23%	43%	19%	2%

Post Attitude Item Response Summary
Senior High Classroom Group
(1979-80)

N=46	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. In our group, most people know each other by name when they talk together.	7%	32%	37%	24%	
2. People in our group express their individual feelings openly and honestly to each other.	20%	39%	39%	2%	
3. Many people in our group often use labels, words, or phrases to ridicule or "put down" other persons or groups.	9%	28%	46%	15%	2%
4. Decisions on how things should be done are made by group leaders in our group without checking the opinions of others in the group.	4%	24%	37%	35%	
5. Most people I know recognize and express their values and opinions.	4%	20%	48%	28%	
6. I like our group very much.	2%	26%	61%	11%	
7. In our group, most people stay off by themselves and do not include others in their activities.	7%	22%	45%	26%	
8. People in our group freely share their concerns, interest, or joys with other people in the group.	17%	37%	35%	11%	
9. Many people in our group often carry on private conversations during meetings rather than contribute to the whole group.	13%	54%	22%	11%	
10. Our group generally makes decisions after seeking a lot of information from others.	20%	26%	50%	2%	2%
11. Most people I know use stereotype statements and labels to describe other people.	13%	39%	31%	17%	
12. Almost all of the people in my group are friendly toward me.	2%	24%	63%	11%	

* Not included are the responses made by pre-admission and orientation student participants.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
13. The people in our group criticize each other a lot.	2%	46%	33%	17%	2%
14. People in our group generally are willing to listen as other express their feelings.	2%	9%	59%	30%	
15. Different points of view are often explored by the people in our group.	7%	22%	54%	15%	2%
16. In our group we let our leader solve our problems because they are the ones who really know the right answers.		13%	52%	33%	2%
17. Most activities in our group include people with different backgrounds.	4%	22%	61%	11%	2%
18. I sometimes feel nervous and uneasy in our group.	22%	15%	41%	20%	2%
19. The people in our group usually blame others when things seem to go wrong.	2%	30%	42%	24%	2%
20. Our group tends to ignore feelings express by members of the group.	13%	24%	33%	26%	4%
21. Our group members seldom make comments or ask questions to check their understanding of what they heard.	9%	30%	35%	24%	2%
22. In our group we share ideas and information often and freely.	2%	17%	64%	15%	2%
23. Our group demonstrates an appreciation and understanding of the various ethnic and racial background of its members.	2%	22%	50%	24%	2%
24. This group makes me want to work as hard as I can.	7%	24%	45%	22%	2%
25. In our group people often ask each other for opinions and feelings.	7%	28%	52%	9%	4%

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
26. The members of our group avoid making judgemental statements.	9%	32%	28%	22%	9%
27. Rumors are often circulated in our group.	7%	19%	45%	20%	9%
28. Our group generally saves time by using the first solution suggested to solve a problem.	22%	17%	35%	15%	11%
29. Our group often takes time to develop an understanding of the values held by its members.	20%	17%	39%	15%	9%
30. I sometimes think everyone will laugh at me when I say something in my group.		39%	37%	15%	9%

Post Attitude Item Response Summary
Adult Classroom Group
(1979-80)

N=26	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. In our group, most people know each other by name when they talk together.	12%	27%	46%	15%	
2. People in our group express their individual feelings openly and honestly to each other.	4%	4%	46%	42%	4%
3. Many people in our group often use labels, words, or phrases to ridicule or "put down" other persons or groups.	4%	4%	27%	65%	
4. Decisions on how things should be done are made by group leaders in our group without checking the opinions of others in the group.	19%	4%	54%	23%	
5. Most people I know recognize and express their values and opinions.		8%	53%	39%	
6. I like our group very much.		12%	57%	31%	
7. In our group, most people stay off by themselves and do not include others in their activities.	8%		35%	57%	
8. People in our group freely share their concerns, interest, or joys with other people in the group.		8%	61%	31%	
9. Many people in our group often carry on private conversations during meetings rather than contribute to the whole group.	8%	34%	50%	8%	
10. Our group generally makes decisions after seeking a lot of information from others.	15%	8%	65%	12%	
11. Most people I know use stereotype statements and labels to describe other people.		16%	42%	42%	
12. Almost all of the people in my group are friendly toward me.		4%	39%	57%	

* Not included are the responses made by pre-admission and orientation student participants.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
13. The people in our group criticize each other a lot.	4%	4%	35%	57%	
14. People in our group generally are willing to listen as other express their feelings.		4%	65%	31%	
15. Different points of view are often explored by the people in our group.		4%	57%	39%	
16. In our group we let our leader solve our problems because they are the ones who really know the right answers.	8%	8%	42%	42%	
17. Most activities in our group include people with different backgrounds.	8%	12%	34%	46%	
18. I sometimes feel nervous and uneasy in our group.		27%	42%	31%	
19. The people in our group usually blame others when things seem to go wrong.	4%	8%	42%	46%	
20. Our group tends to ignore feelings express by members of the group.			65%	35%	
21. Our group members seldom make comments or ask questions to check their understanding of what they heard.	4%	12%	65%	19%	
22. In our group we share ideas and information often and freely.		4%	73%	23%	
23. Our group demonstrates an appreciation and understanding of the various ethnic and racial background of its members.		4%	77%	19%	
24. This group makes me want to work as hard as I can.	8%	19%	58%	15%	
25. In our group people often ask each other for opinions and feelings.			77%	23%	

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
26. The members of our group avoid making judgemental statements.	8%	19%	65%	4%	4%
27. Rumors are often circulated in our group.	4%	27%	38%	27%	4%
28. Our group generally saves time by using the first solution suggested to solve a problem.	4%	4%	61%	27%	4%
29. Our group often takes time to develop an understanding of the values held by its members.		8%	69%	19%	4%
30. I sometimes think everyone will laugh at me when I say something in my group.		4%	46%	46%	4%

ATTACHMENT D

INFORMATION PERTINENT TO ADULT PARTICIPANT CONCERN REGARDING PADS TRAINING MATERIALS

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Stages of Concern About the Innovation

Different "stages of concern about the innovation" have been identified. It appears that there is developmental movement through these stages; that is, certain types of concern will be more intense, then less intense, before arousal of other types will occur, thus the name "stages." As in Fuller's work with teachers' concerns about teaching, stages of concern about an innovation appear to develop from early *unrelated*, to *self*, to *task*, and finally to *impact* concerns. Seven different Stages of Concern About an Innovation have been defined in Figure I.2. These stage definitions provide the conceptual basis for development of the SoC Questionnaire and interpretation of its data.

The Arousal and Resolution of Concerns

Concerns about innovations appear to be developmental in that earlier concerns must first be resolved (lowered in intensity) before later concerns emerge (increase in intensity). The research suggests that this developmental pattern holds for most process and product innovations.

As Fuller pointed out, arousal and resolution of concerns require quite different inputs:

> "Arousal seems to occur during affective experiences -- for example, during confrontation with one's own video tape.... Resolution seems to occur through more cognitive experiences: acquisition of information, practice, evaluation, synthesis and so on" (1970, p. 11).

However, resolution of earlier concerns and the arousal of later concerns are not accomplished simply by having more knowledge about or time and experience with the innovation. Many other factors influence concerns as well. For example, the innovation may be basically a bad one. The knowledge and skill requirements may be beyond the person's capabilities. Or other demands on the person may prohibit the innovation from having a high priority in the person's life space. In any case, the process of the arousal and resolution of concerns is highly personal and requires time as well as timely intervention of both cognitive and affective natures. Highly intense concerns may not be easily reduced, and in some cases a person's history, dynamics, and capabilities may make resolution of certain concerns nearly impossible. In general, however, it appears that a person's concerns about an innovation develop toward the later stages (i.e., toward impact concerns) with time, successful experience, and the acquisition of new knowledge and skill.

It is critical to note that higher level concerns development cannot simply be engineered by an outside agent. Holding concerns and changing concerns is a dynamic of the individual. The timely provision of affective experiences and cognitive resources can provide the grist for concerns arousal and resolution, thereby facilitating the development of higher level concerns. But there is no guarantee that arousal of higher stage concerns will follow the reduction of lower stage concerns. Providing inputs that are not stage relevant (e.g., attempting to force high level concerns) is an assured way to increase the intensity of lower stage concerns. Whether and with what speed higher level concerns develop will depend on the person as well as the innovation and the environmental context. Personalized interventions can facilitate change, but, in the end, each individual determines for herself or himself whether or not change will occur. Attending to concerns is in no way intended to be a manipulation of the person. Rather, adoption agentry is demonstrating the recognition of the inevitable presence of concerns within individuals and the extension of a helping hand to assist in coping with and resolving those concerns.

Figure I.2. Stages of Concern About the Innovation[2]

0 *AWARENESS*: Little concern about or involvement with the innovation is indicated.

1 *INFORMATIONAL*: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about herself/himself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

2 *PERSONAL*: Individual is uncertain about the demands of the innovation, her/his inadequacy to meet those demands, and her/his role with the innovation. This includes analysis of her/his role in relation to the reward structure of the organization, decision making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

3 *MANAGEMENT*: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

4 *CONSEQUENCE*: Attention focuses on impact of the innovation on students in her/his immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

5 *COLLABORATION*: The focus is on coordination and cooperation with others regarding use of the innovation.

6 *REFOCUSING*: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

---

[2]Original concept from Hall, G. E., Wallace, R. C., Jr., & Dossett, W. A. *A developmental conceptualization of the adoption process within educational institutions*. Austin: Research and Development Center for Teacher Education, The University of Texas, 1973.

ATTACHMENT D-2

Concerns Questionnaire

Name (Optional) _____

Date Completed _____

It is very important for continuity in processing this data that we have a unique number that you can remember. Please use:

Last 4 digits SS# ____ ____ ____ ____

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various innovations to many years experience in using them. Therefore, a good part of the items may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale, according to the explanation at the top of each of the following pages.

For example:

0	1	2	3	4	5	6	(7)	This statement is very true of me at this time.
0	1	2	3	(4)	5	6	7	This statement is somewhat true of me now.
0	(1)	2	3	4	5	6	7	This statement is not at all true of me at this time.
(0)	1	2	3	4	5	6	7	This statement seems irrelevant to me.

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with PADS. We do not hold to any one definition of this innovation, so please think of it in terms of your own perception of what it involves. Since this questionnaire is used for a variety of innovations, the name PADS never appears. However, phrases such as "the innovation," "this approach," and "the new system" all refer to PADS. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement or potential involvement with PADS.

Thank you for taking time to complete this task.

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R&D Center for Teacher Education, The University of Texas at Austin

0	1	2	3	4	5	6
Not true of me now			Somewhat true of me now			Very true of me no

0	1	2	3	4	5	6	7	I am concerned about students' attitudes toward this innovation.
0	1	2	3	4	5	6	7	I now know of some other approaches that might work bett
0	1	2	3	4	5	6	7	I don't even know what the innovation is.
0	1	2	3	4	5	6	7	I am concerned about not having enough time to organize myself each day.
0	1	2	3	4	5	6	7	I would like to help other faculty in their use of the novation.
0	1	2	3	4	5	6	7	I have a very limited knowledge about the innovation.
0	1	2	3	4	5	6	7	I would like to know the effect of reorganization on my professional status.
0	1	2	3	4	5	6	7	I am concerned about conflict between my interests and responsibilities.
0	1	2	3	4	5	6	7	I am concerned about revising my use of the innovation.
0	1	2	3	4	5	6	7	I would like to develop working relationships with both our faculty and outside faculty using this innovation.
0	1	2	3	4	5	6	7	I am concerned about how the innovation affects students
0	1	2	3	4	5	6	7	I am not concerned about this innovation.
0	1	2	3	4	5	6	7	I would like to know who will make the decisions in the new system.
0	1	2	3	4	5	6	7	I would like to discuss the possibility of using the innovation.
0	1	2	3	4	5	6	7	I would like to know what resources are available if we decide to adopt this innovation.
0	1	2	3	4	5	6	7	I am concerned about my inability to manage all the innovation requires.
0	1	2	3	4	5	6	7	I would like to know how my teaching or administration is supposed to change.
0	1	2	3	4	5	6	7	I would like to familiarize other departments or persons with the progress of this new approach.

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ATTACHMENT D-2 - continued

0	1	2	3	4	5	6	7	
Not true of me now				Somewhat true of me now			Very true of me no	
0	1	2	3	4	5	6	7	I am concerned about evaluating my impact on students.
0	1	2	3	4	5	6	7	I would like to revise the innovation's instructional approach.
0	1	2	3	4	5	6	7	I am completely occupied with other things.
0	1	2	3	4	5	6	7	I would like to modify our use of the innovation based o the experiences of our students.
0	1	2	3	4	5	6	7	Although I don't know about this innovation, I am concer about things in the area.
0	1	2	3	4	5	6	7	I would like to excite my students about their part in approach.
0	1	2	3	4	5	6	7	I am concerned about time spent working with nonacademi problems related to this innovation.
0	1	2	3	4	5	6	7	I would like to know what the use of the innovation will require in the immediate future.
0	1	2	3	4	5	6	7	I would like to coordinate my effort with others to maxi mize the innovation's effects.
0	1	2	3	4	5	6	7	I would like to have more information on time and energy commitments required by this innovation.
0	1	2	3	4	5	6	7	I would like to know what other faculty are doing in thi area.
0	1	2	3	4	5	6	7	At this time, I am not interested in learning about this innovation.
0	1	2	3	4	5	6	7	I would like to determine how to supplement, enhance or replace the innovation.
0	1	2	3	4	5	6	7	I would like to use feedback from students to change the program.
0	1	2	3	4	5	6	7	I would like to know how my role will change when I am using the innovation.
0	1	2	3	4	5	6	7	Coordination of tasks and people is taking too much of my time.
0	1	2	3	4	5	6	7	I would like to know how this innovation is better then what we have now.

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ATTACHMENT D-2 - continued

1	A	b	5	/	7	9	0
2	3	4	5	6	7	8	9

Last four digits of your SS number are

10	11	12	13

PLEASE COMPLETE THE FOLLOWING

14. Which one of the following groups do you belong to now? Please check only one.

(1) __ school administrator
(2) __ teacher
(3) __ nonteaching school staff
(4) __ parent
(5) __ community member (and not one of the above)

15. During the last school year (1978-79), did you find yourself more closely or more distantly associated with your school than during other previous years? Do not respond to this item if last year was your first as a teacher.

(1) __ I felt closer to my school
(2) __ I felt more distant from my school

16. Sex:
(1) __ Female
(2) __ Male

17. Age:
(1) __ 20-29
(2) __ 30-39
(3) __ 40-49
(4) __ 50-59
(5) __ 60-69

18. Do you hold an advanced degree? Please check the one which applies.

(1) __ None
(2) __ Associate
(3) __ Bachelor
(4) __ Masters
(5) __ Doctorate

19. How many years experience do you have with this project? (Please include this year as one year, and report only full years of experience. That is, any portion of last year will count as one year.)

19 20

21. If you did not check the "teacher" space in Item Number One above, have you ever been a teacher?

(1) __ Yes
(2) __ No

23. 23 24 If yes, how many years experience do you have as a teacher?

25. If you did check the "teacher" space in Item Number One above, how many years have you taught?

25 26

Please check to see that you have printed the last four digits of your social security number above and on the front page of this questionnaire. Thank you.

ATTACHMENT D-3

STAGES OF CONCERN
QUESTIONNAIRE RESULTS

1978-1979

	Pretest*		Posttest**	
	Proposed	Actual	Proposed	Actual
	(criterion = 3)		(criterion = 4)	
Percent of Group At Or Above Criterion	≥ 75.0	25.7	≥ 50.0	31.6
		n = 33		n = 33

* February 23, 1979.

** June 10, 1979.

ATTACHMENT D-4

KOLMOGOROV-SMIRNOV TWO-SAMPLE
TEST RESULTS:
Pre-Post Comparisons
Stages of Concern

Project Participants
(1978-79)

GROUP	n	Cumulative Percentage of Subjects at Stage						
		0	1	2	3	4	5	6
PRETEST	33	.600	.600	.743	.800	.857	.971	1.000
POSTEST	33	.316	.448	.632	.685	.738	.975	1.00
DIFFERENCE		.284*	.152	.111	.115	.119	-.004	--

*Greatest D = .284; $X^2 = 4(D^2)\ (n_1 n_2 / n_1 + n_2)$

$= 5.90$

$Df = 2$

$.10 > p > .05$

$4.60 > p > 5.99$

ATTACHMENT D-5

KOLMOGOROV-SMIRNOV ONE-SAMPLE
TEST RESULTS:
Pretest Comparison With Hypothesis
Of Even Distribution

Project Participants
(1978-79)

GROUP	n	Cumulative Percentage of Subjects at Stage						
		0	1	2	3	4	5	6
PRETEST	35	.600	.600	.743	.800	.857	.971	1.000
HYPOTHETICAL		.143	.286	.429	.592	.715	.888	1.000
DIFFERENCE		.457*	.314	.314	.208	.142	.083	--

*Greatest D = .457; Probability < .01. (Table Value from Siegel.)

ATTACHMENT D-6

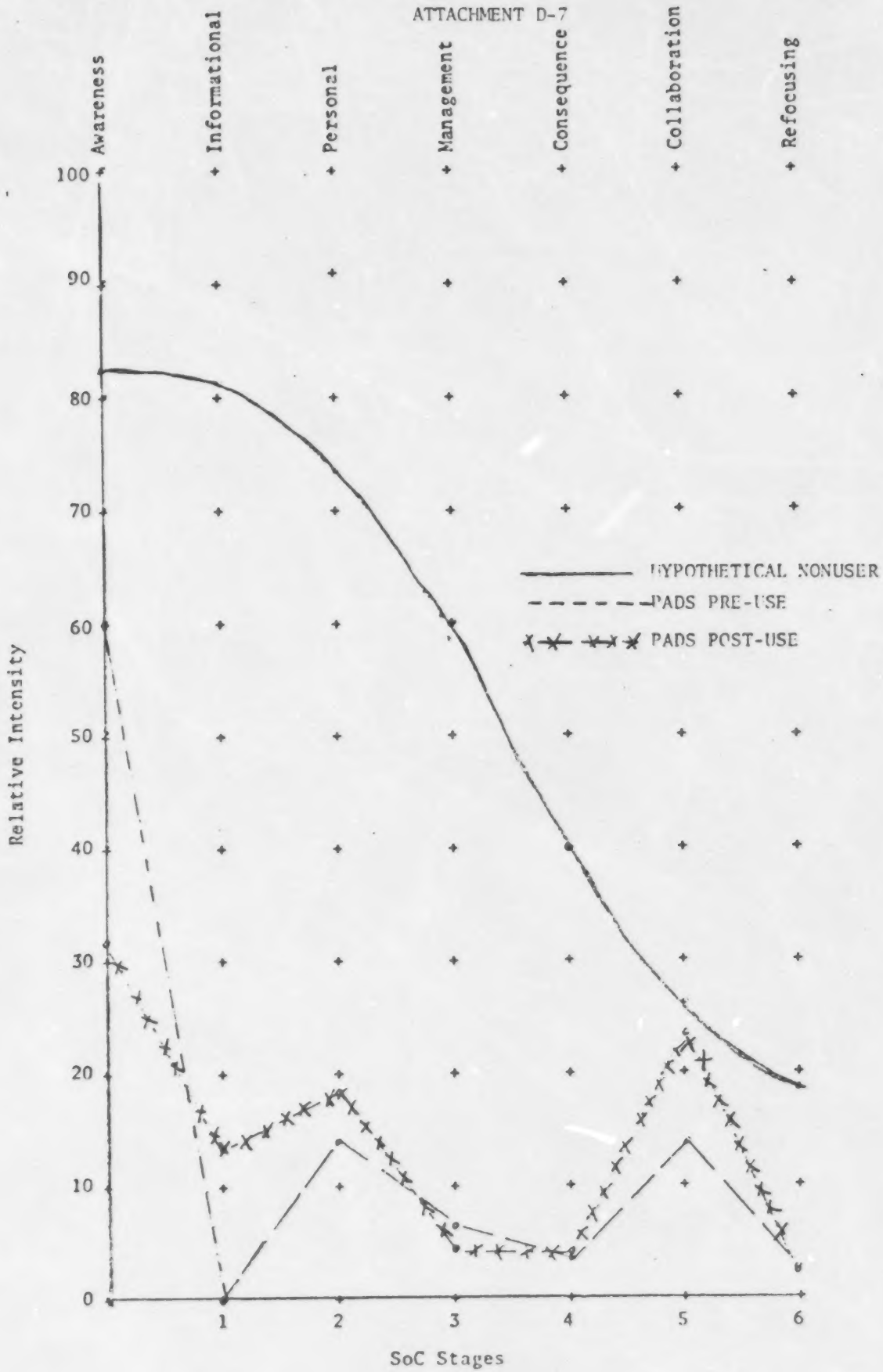
KOLMOGOROV-SMIRNOV ONE-SAMPLE
TEST RESULTS:
Posttest Comparison With Hypothesis
Of Even Distribution

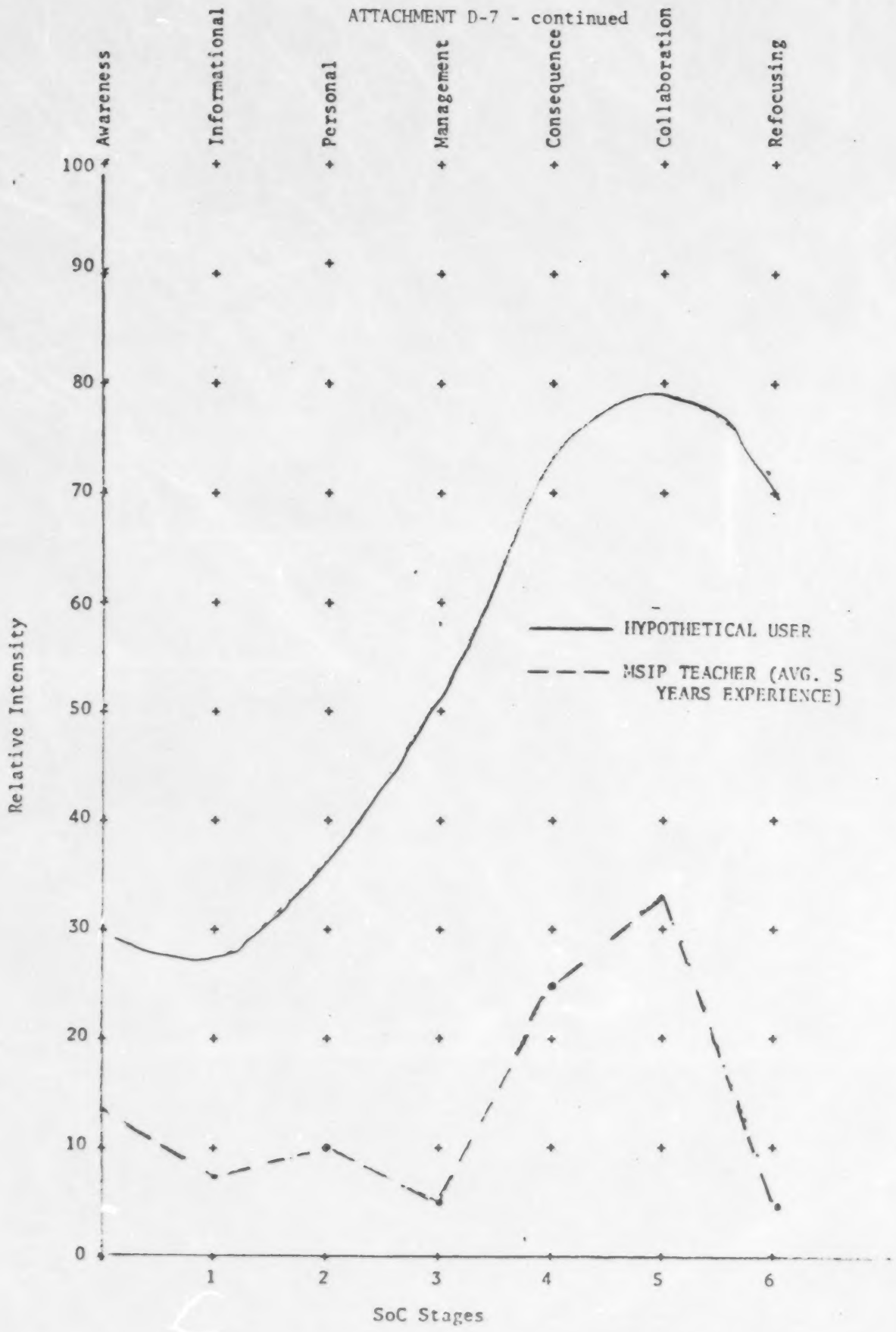
Project Participants
(1978-79)

GROUP	n	Cumulative Percentage of Subjects at Stage						
		0	1	2	3	4	5	6
POSTTEST	38	.316	.448	.632	.685	.738	.975	1.000
HYPOTHETICAL		.143	.286	.429	.592	.715	.888	1.000
DIFFERENCE		.173	.162	.203*	.093	.023	.087	--

*Greatest D = .203; .10 > PROBABILITY > .05.

(Tabled Value from Siegel.)


Awareness
Informational
Personal
Management
Consequence
Collaboration
Refocusing
100
90
80
70
60
50
40
30
20
10
0
Relative Intensity
HYPOTHETICAL NONUSER
PADS PRE-USE
PADS POST-USE
1
2
3
4
5
6
SoC Stages


Awareness
Informational
Personal
Management
Consequence
Collaboration
Refocusing
100
90
80
70
60
50
40
30
20
10
0
Relative Intensity
HYPOTHETICAL USER
MSIP TEACHER (AVG. 5 YEARS EXPERIENCE)
1
2
3
4
5
6
SoC Stages

ATTACHMENT D-8

ANALYSIS OF COVARIANCE OF TWO YEAR VS.
ONE YEAR ADULT PARTICIPANT FIRST HIGH POST SoC SCORES
USING THEIR PRE SCORES AS A COVARIATE
(1979-80)

Source	SS	df	MS	F	Significance Level
Covariate/PreScore	13.79	1	13.79	7.78	.015
Between	1.26	1	1.26	.71	.414
Within/Error	24.83	14	1.77		
Total	39.88	16	2.49		

Group	N	PreScore $\overline{X}$	Unadjusted PostScore $\overline{X}$	Adjusted PostScore $\overline{X}$
Two Year Participants	4	5.00	4.75	3.98
One Year Participants	13	2.08	2.92	3.16
Total	17	2.76	3.35	3.35

ATTACHMENT D-9

ANALYSIS OF COVARIANCE OF TWO YEAR VS.
ONE YEAR ADULT PARTICIPANT SECOND HIGH POST SoC SCORES
USING THEIR PRE SCORES AS A COVARIATE
(1979-80)

Source	SS	df	MS	F	Significance Level
Covariate/PreScore	1.33	1	1.33	.30	.591
Between	3.18	1	3.18	.72	.409
Within/Error	61.12	14	4.40		
Total	66.12	16	4.13		

Group	N	PreScore $\overline{X}$	Unadjusted PostScore $\overline{X}$	Adjusted PostScore $\overline{X}$
Two Year Participants	4	2.00	1.75	1.83
One Year Participants	13	1.62	2.85	2.83
Total	17	1.71	2.59	2.59

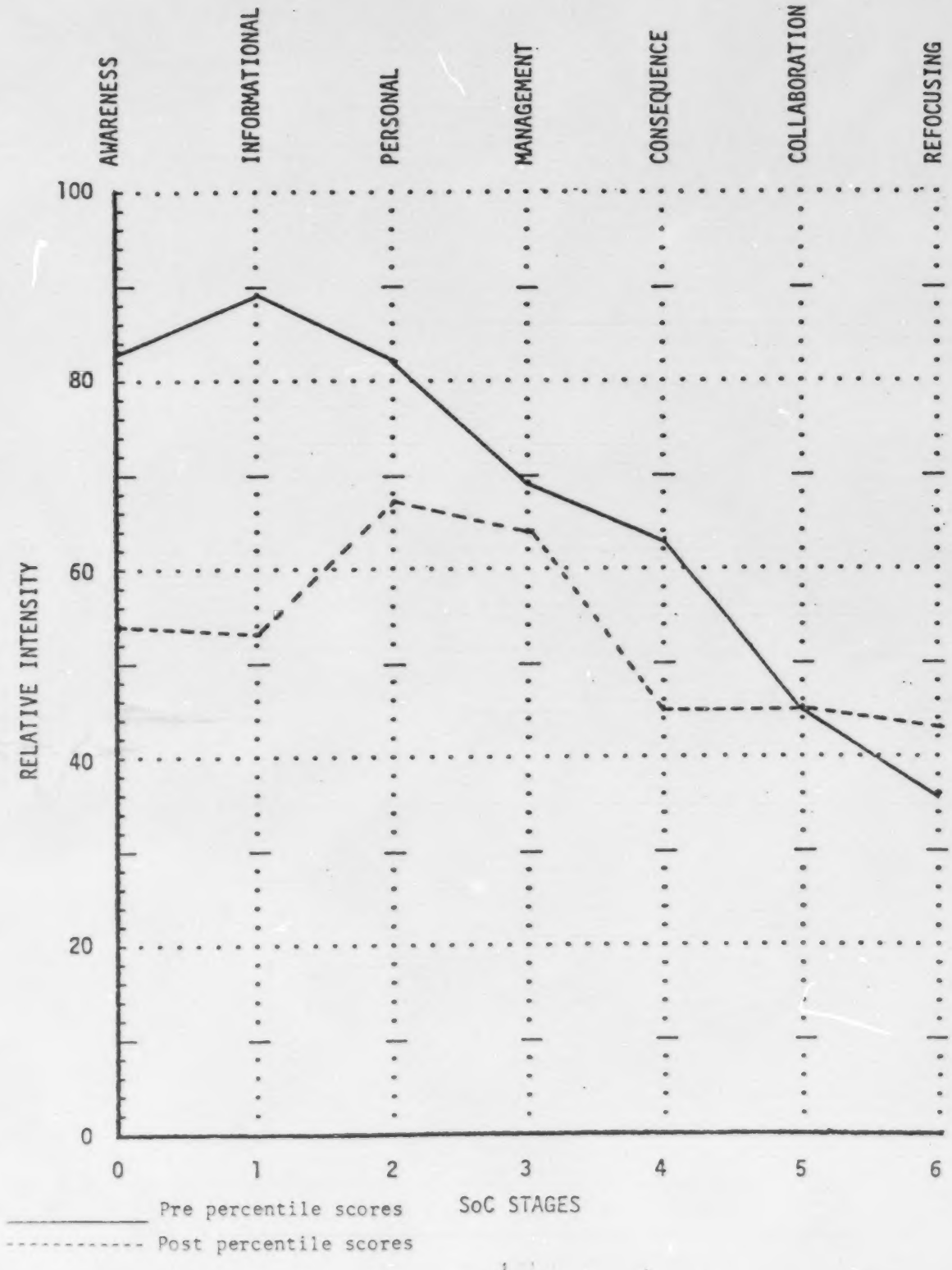
GROUP PROFILES
MEAN TWO YEAR AND ONE YEAR PARTICIPANT PERCENTILE
SCORES FOR EACH STAGE OF CONCERN

Group		STAGES OF CONCERN*													
		Pre							Post						
	N	0	1	2	3	4	5	6	0	1	2	3	4	5	6
Two Year Participants	4	51	53	55	23	63	(80)	62	38	64	55	56	61	(81)	57
One Year Participants	13	83	(89)	82	69	63	45	36	54	53	(67)	64	45	45	43
Total	17	(87)	75	75	57	63	53	36	50	56	(64)	62	53	53	46

* The circled percentile score denotes the dominant pre and post concern stage for each participant group

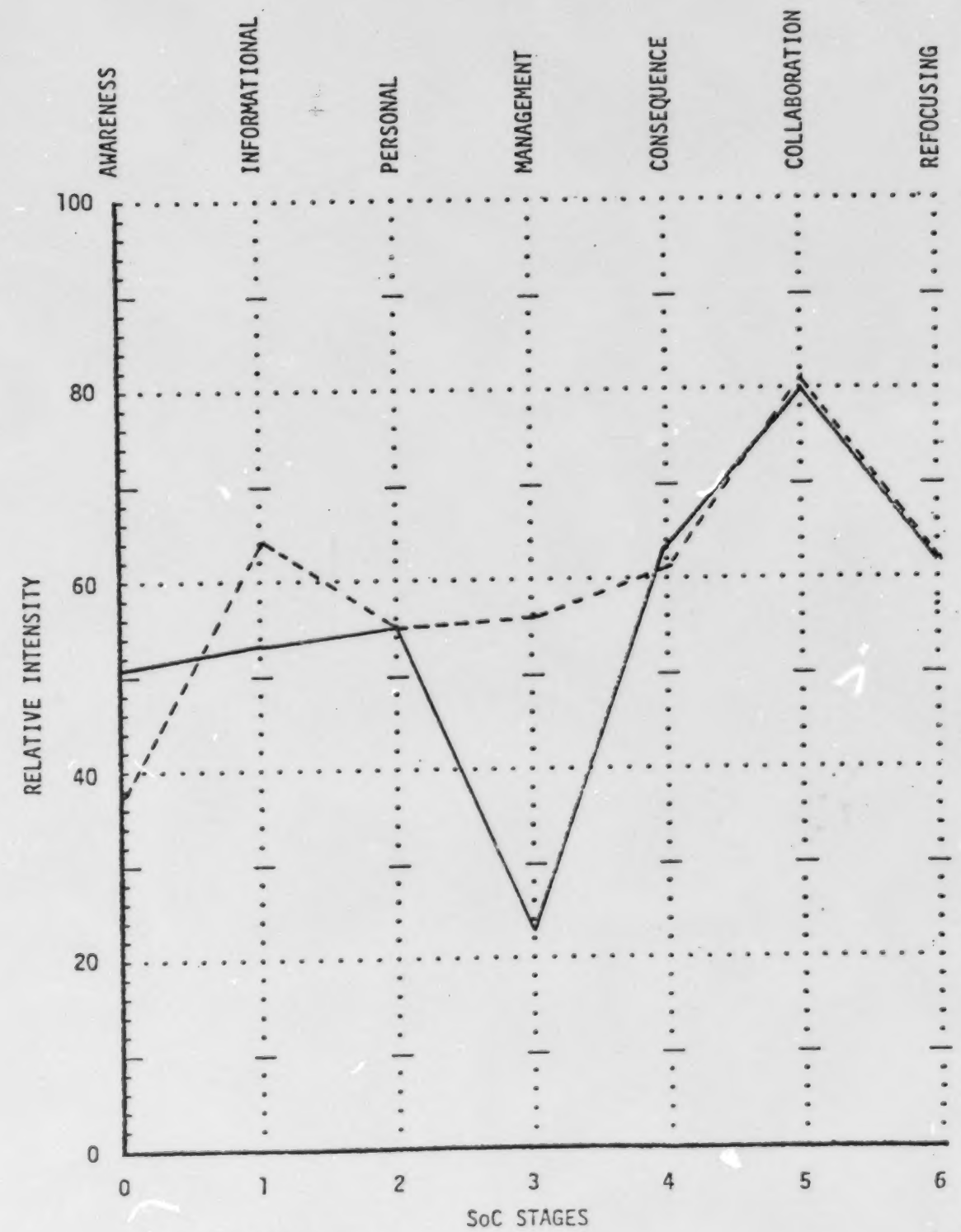
ATTACHMENT D-11

COMPARISON OF ONE YEAR
TEACHER/COUNSELOR PRE AND POST
PERCENTILE SCORES AT EACH STAGE OF CONCERN



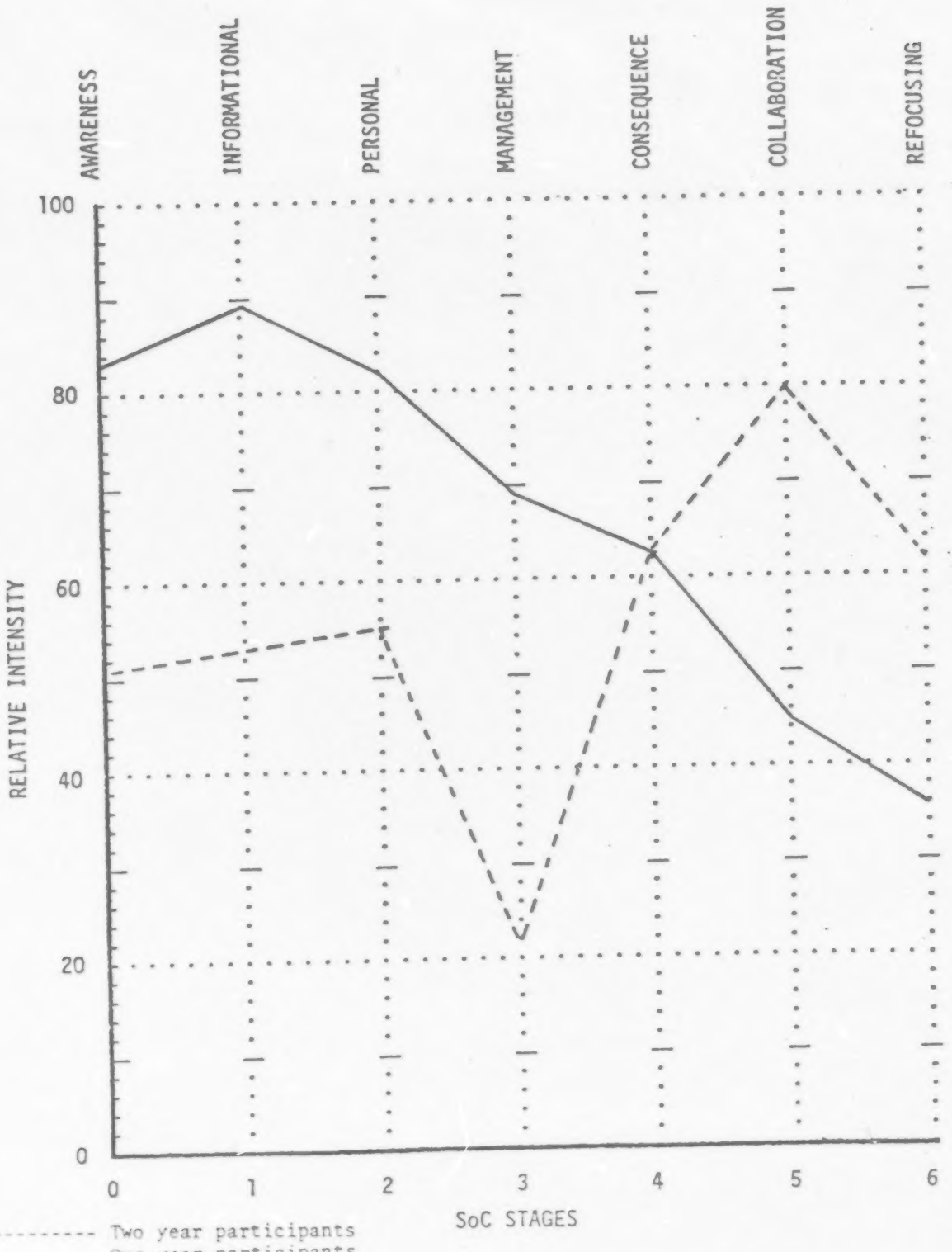
ATTACHMENT D-11 - continued

COMPARISON OF TWO YEAR
TEACHER/COUNSELOR PRE AND POST
PERCENTILE SCORES AT EACH STAGE OF CONCERN



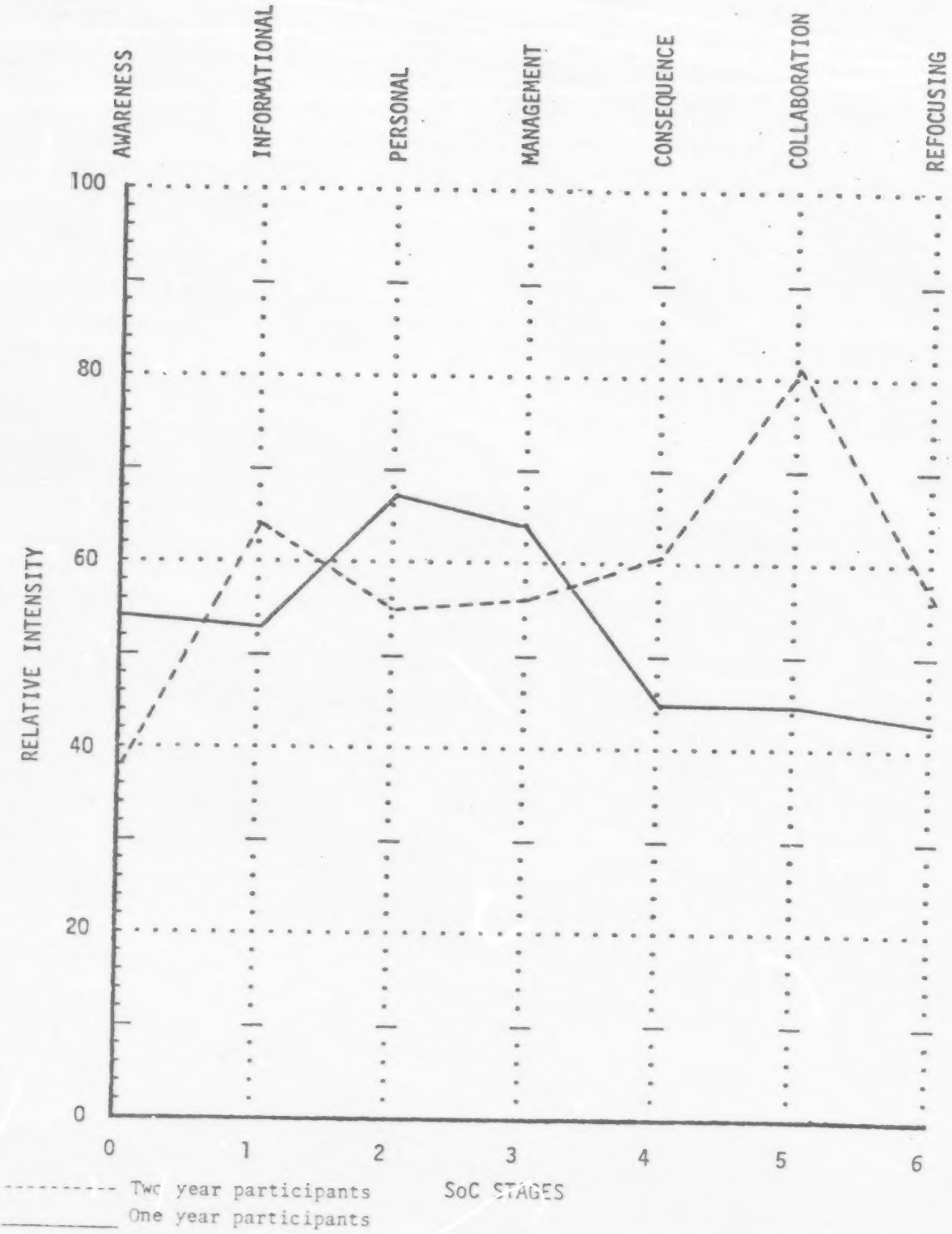
ATTACHMENT D-11 - continued

COMPARISON OF TWO YEAR
AND ONE YEAR TEACHER/COUNSELOR PRE PERCENTILE
SCORES AT EACH STAGE OF CONCERN



ATTACHMENT D-11 - continued

COMPARISON OF TWO YEAR
AND ONE YEAR TEACHER/COUNSELOR
POST PERCENTILE SCORES AT EACH STAGE OF CONCERN



ATTACHMENT D-12

1979-80

DEMOGRAPHIC CHARACTERISTICS OF
STAGES OF CONCERN (SoC) RESPONDENTS
N=17

14. Which one of the following groups do you belong to now? Please check only one.

(1) ___ school administrator
(2) 100% teacher or counselor
(3) ___ non-teaching school staff
(4) ___ parent
(5) ___ community member (and not one of the above) Counselor

15. During the last school year (1978-79), did you find yourself more closely or more distantly associated with your school than during other previous years? Do not respond to this item if last year was your first as a teacher.

(1) 9/53% I felt closer to my school
(2) 8/47% I felt more distant from my school

16. Sex:
(1) 12/71% Female
(2) 5/29% Male

17. Age:
(1) 2/12% 20-29
(2) 6/35% 30-39
(3) 4/24% 40-49
(4) 4/24% 50-59
(5) 1/ 5% 60-69

18. Do you hold an advanced degree? Please check the one which applies.

(1) ____ None
(2) ____ Associate
(3) 7/41% Bachelor
(4) 10/59% Masters
(5) ____ Doctorate

19. How many years experience do you have with this project? (Please include this year as one year, and report only full years of experience. That is, any portion of last year will count as one year).

(1) 13/77% One
(2) 1/ 5% Two
(3) 3/18% Three
(4) ____ Four

21. If you did not check the "teacher" space in Item Number One above, have you ever been a teacher?

(1) ____ Yes
(2) ____ No

23. ____ If yes, how many years experience do you have as a teacher?

25. If you did check the "teacher" space in Item Number One above, how many years have you taught?

$\bar{X}$=17 Years

ATTACHMENT E

INFORMATION PERTINENT TO THE LEVEL
OF MATERIAL USE

		Page
1.	Description of the Levels of Use (LoU) Interview Technique	180
2.	Level of Use (LoU) Interview Results (1978-79)	185
3.	Rationale for Altering the Proposed LoU Interview Design Process (1979-80)	186
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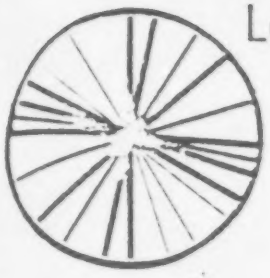
6.	Comparison of Two Year Participant 1978-79 and 1979-80 LoU Results	189



Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption

Gene E. Hall
Susan F. Loucks
William L. Rutherford
Beulah W. Newlove
Research and Development Center for Teacher Education

Change and the tendency to embrace or to resist it seem always to have been a part of the human condition. Change leads to consternation for some, indignation for others, shock for still others, and hope for a few. Because of this inherent potential for trauma, defining concepts and developing measurement procedures for assessing what is actually accomplished by change is difficult and challenging work. All too frequently the affective dimension of change draws a veil that obscures what the innovation users are actually doing. In this paper, we would like to describe a hypothesized dimension of innovation adoption that we have defined and are measuring, which attempts to assess what the individual innovation user actually does in using an innovation (1, 2). The dimension seems to have power for practitioners, researchers, and theoreticians alike — particularly in education, where innovation adoption is so widespread, and where the public interest in change is so intense.

Based on our experiences in the field as practitioners and adoption agents and on our past research efforts, we have found that "change" or innovation adoption is not accomplished in fact just because a decision maker has announced it. Instead, the various members of a user system, such as teachers and professors, demonstrate a wide variation in the type and degree of their use of an innovation. One of the reasons for this variation is the commonly overlooked fact that innovation adoption is a process rather than a decision-point — a process that each innovation user experiences individually. A basic assumption of our present research is that this variation in use by each individual innovation user must be behaviorally described and systematically accounted for if innovations are to be used with maximum effectiveness.

We recognize that other variables need to be considered, such as organizational climate, intervention strategies, and characteristics of decision makers. However, we and others have found that regardless of the character of the outside variables, what actually happens in the individual application of an innovation is open to tremendous variation.

Levels of Innovation Use

So that we can account for the individual variation in use of an innovation, we have attempted to articulate the *Levels of Use of the Innovation*, a concept described in the *Concerns-Based Adoption Model* (CBAM) (3). Eight discrete levels of use of an innovation that an individual may demonstrate are proposed. These levels range from lack of knowing that the innovation exists to an active, sophisticated and highly effective use of it and, further, to active searching for a superseding innovation. It is further hypothesized that growth in quality of use of an innovation (movement toward higher levels) by most individuals is developmental. Normally, individuals do not use an innovation for the first or even the second time as effectively and efficiently as they do after four or five cycles of use.

The Levels of Use (LoU) dimension describes the various behaviors of the innovation user through various stages — from spending most efforts in *orienting*, to *managing*, and finally to *integrating* use of the innovation. Before actual use, the individual becomes familiar with and increasingly knowledgeable about the innovation. First use is typically disjointed, with management problems quite common. With continued use management becomes routine, and the user (teacher or professor) is able to direct more effort toward increased effectiveness for the clients (learners) and integrate what (s)he is doing with what others are doing. Obviously, these advanced levels of use are not attained merely by use of the innovation through several cycles. Experience is essential but not sufficient to insure that a given individual will develop high-quality use of an innovation.

It should be noted that the LoU dimension is targeted toward describing behaviors of innovation users and does not at all focus on attitudinal, motivational, or other affective aspects of the user. The dimension does not attempt to explain causality. Instead, the LoU dimension is an attempt to define operationally various states of innovation user be-

All of the authors participate in the Procedures for Adopting Educational Innovations Project, one of four research projects of The Research and Development Center for Teacher Education, The University of Texas at Austin. Gene E. Hall is project director, Susan F. Loucks, William L. Rutherford, and Beulah W. Newlove are all research associates with the Project. Rutherford is also associate professor of curriculum and instruction.

havior, i.e., what the user is *doing*. The reason the innovation user does certain things (the why) is a reasonable question only after how the user behaves can be systematically described and measured.

The LoU Chart

In order to organize in a manageable way the various behaviors characteristic of each level, a framework of indices and decision points has been developed. Operationally defining the concept of LoU in this way greatly increases the probability that the phenomenon of use can be understood and measured validly and reliably. This framework, the "LoU Chart," is presented in its fully defined form as Figure 1. We have found this full articulation to be very helpful for work in the field as well as vital for research, since it provides many indices and data points that can be tapped to determine precisely where an innovation user is.

In studying the LoU Chart, note that in addition to defining the eight Levels of Use, each level is further defined in terms of seven subparts or *categories*. These categories represent the key functions that users carry out when they are using an innovation. At each level, the category descriptions represent the typical behaviors that users at that level are engaged in. However, an individual may not be on the same level in all seven categories, as is illustrated in the following description. When such variations occur, they become further clues for interpretation by the adoption agent and the researcher.

Although the concept of LoU represents a developmental growth continuum, there are key points that distinguish each of the eight Levels of Use. These *Decision Points* are also described in the LoU Chart. By checking out these points, it is possible to quickly assign an overall LoU to a given individual. The fuller complexity of what the user is doing can be assessed by probing further in each of the categories.

Examining Levels of Use

An interesting approach to further examination of Levels of Use is to describe users as they progress from familiarization with to increased sophistication in using an innovation. As an illustration, consider a college professor and the use of instructional modules. In an initial observation, no trace of modules is observed in her instruction and she reports that she has never heard of them, is not actively looking for any information about them, and has no intention of using them. She is at LoU O with respect to every category. Often, however, individuals are found to know quite a bit about an innovation, giving them as high as Level II Knowledge, but still have no intention of using it. This stresses the importance of measuring Level of Use for each category independently and not assuming all category scores will be the same. People with different "profiles" across the categories, although they have the same Level of Use for the majority of categories, may require wholly different interventions. In this example, someone with a high level of knowledge about an innovation would not require the same initial information as one with LoU O Knowledge.

To continue with this example through one more Level of Use, a return visit six months later may find this professor orienting herself to instructional modules. Sample modules are stacked on her desk. She has a file of letters she has written for more information about modules, and she plans to attend a session on modules at an upcoming professional meeting. She can explain the characteristics of modules and the advantages and disadvantages of their possible use in her situation. Since she has begun to explore the possibilities for using modules, but has not yet made a decision, this individual is at overall LoU I. There is also enough information to put her at this Level for the Knowledge, Acquiring Information, Assessing, Planning, Status Reporting, and Performing categories. By revisiting this individual, the developmental nature of Levels of Use is illustrated.

Several other examples might be useful in understanding Levels of Use. An innovation user reports spending an inordinate amount of time getting materials together and that the best he can do is plan and prepare for student needs on a day-to-day basis. Much time is involved in correcting pre- and post-tests, crisis management of resources and facilities that he thought he had organized, but unforeseen problems continue to arise. The students seem to spend a lot of time waiting for the teacher or for materials needed to proceed. This is a very obvious case of LoU III. Another user states that the materials and facilities needed to use the innovation are well organized, requiring much less time on this. No changes are contemplated. You observe none of the confusion or disorientedness of the Level III user. These are typical Level IV A behaviors, particularly in terms of Knowledge, Planning, Status Reporting, and Performing.

It is frequently the case that innovation users never reach Level IV B. Many reasons for this can be postulated, but it is nonetheless found that often individuals who have used an innovation for many years have never evaluated their use of it, and have never made significant changes. Likewise, it is found that many innovation users never proceed to Level V. At this level, the users begin to coordinate efforts with others who may be sharing the

. . . "change" or innovation adoption is not accomplished just because a decision maker has announced it . . . . the members of a user system . . . demonstrate a wide variation in . . . their use of an innovation.

The Levels of Use (LoU) dimension describes the various behaviors of the innovation user through various stages—from . . . orienting, to managing, and finally to integrating use of the innovation.

same students, with the intent to collectively increase student outcomes.

The rare LoU VI individuals are those who are searching above and beyond the present innovation for ways to increase student learning. This is an interesting Level of Use, since as soon as another innovation is explored, the user recycles to LoU I or II with respect to the new innovation. Thus, a full cycle is created.

Discussion and Implications

. . . in the . . . future it will be possible to assess individuals . . . in terms of their Levels of Use . . . and . . . to facilitate their growth in use of the innovation while minimizing the trauma of change.

The Concerns-Based Adoption Model and its LoU dimension are currently the subjects of intensive research. How many of our ideas will subsequently be demonstrated to be true will have to await the results of our studies and the tests of real-world practice. However, even now we have enough data to support the following implications of the LoU dimension.

1. First of all, if different LoU exist, and adopting an innovation is a developmental phenomenon that each user experiences individually, then it must be acknowledged that some individuals will at times be at less efficient levels such as III or IV A. Once acknowledged, these levels need to be accepted as legitimate steps in growth toward sophisticated use. Strategies must then be developed that deal with a user's present LoU and facilitate growth. For example, support for innovation adoption needs to be extended across several cycles of use rather than consisting mainly of no support or an initial two-day "hit and run" workshop. It also seems likely that the same interventions will not be appropriate or relevant for all levels.

2. Related to the above point is the fact emerging from our LoU research that after three cycles of use, 30-40 percent of an innovation's users are stable at LoU IV A. If further dynamic increases in sophistication are desired, special interventions appear to be needed, probably during the third cycle.

3. The concept of LoU also applies to groups and entire institutions. Analysis of the underlying dynamics of a particular group or institutional LoU is a very challenging multivariate area for study. Development of easily applied tools is vitally needed in this area for use by researchers and practitioners.

4. In our research we have encountered problems in attempting to specify exactly what comprises a single innovation. One implication of this problem relates to "innovation bundles" such as individually guided education or competency-based teacher education, where several innovations are combined into "one" innovation. In our research, we find it necessary to assess a given user's LoU for each innovation within the "bundle." These specific LoU's may or may not be the same for all of the component innovations. Managing and studying the adoption of these innovation bundles becomes much more difficult and complicated than it is for single innovations such as changing from one textbook to another (which isn't always easy).

5. One of the key reasons, we think, that so many "evaluation" reports conclude with no significant differences between experimental innovative efforts and comparison efforts is attributable to LoU. In most evaluation studies, the summative (outcome) data are collected during the first cycle of use of the innovation when most of the users are probably at LoU III and are not yet using the innovation effectively. Thus, it is unreasonable to anticipate significant achievement gains. We suspect that the effects of use of an innovation are different depending on the LoU of the user. This has some interesting implications for evaluation studies.

6. LoU represents one part of the complex process of innovation adoption. Another critical part is the affective dimension of innovation users; this dimension is included in the Concerns-Based Adoption Model as the concept of innovation user "concerns." In our present research we are exploring the interrelationship of concerns with LoU and how these relate to other critical change variables.

We envision a time in the not-too-distant future when it will be possible to assess individuals within a school or college in terms of their Levels of Use and concerns about a particular innovation, and to select appropriate intervention strategies and tactics to facilitate their growth in use of the innovation while minimizing the trauma of change.

References

1 The work reported here has been conducted with the support of National Institute of Education contract OEC 6-10-108. The opinions expressed herein, however, are those of the authors and no endorsement by the National Institute of Education is implied.

2 The authors wish to make special acknowledgement of their other coworkers on the Procedures for Adopting Educational Innovations Project who have also been involved in the development of the Levels of Use Chart.

3 Hall, G. E., R. C. Wallace, and W. E. Dossett. *A Developmental Conceptualization of the Adoption Process Within Educational Institutions*. Austin: The Research and Development Center for Teacher Education, The University of Texas at Austin, 1973.

LEVELS OF USE

FIGURE I — LoU CHART

SCALE POINT DEFINITIONS OF THE LEVELS OF USE OF THE INNOVATION Levels of Use are distinct states that represent essentially different types of behavior and patterns of innovation as exhibited by individuals and groups. These levels characterize a user's development in acquiring new skills and varying use of the innovation. Each level encompasses a range of behaviors but is limited by a set of identifiable Decision Points. For descriptive purposes, each level is defined by seven categories.	CATEGORIES KNOWLEDGE That which the user knows about characteristics of the innovation, how to use it, and consequences of its use. This is cognitive knowledge related to using the innovation, not feelings or attitudes.	ACQUIRING INFORMATION Solicits information about the innovation in a variety of ways, including questioning resource persons, corresponding with resource agencies, reviewing printed materials, and making visits.	SHARING Discusses the innovation with others. Shares plans, ideas, resources, outcomes, and problems related to use of the innovation.
LEVEL 0 NON-USE State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved.	Knows nothing about this or similar innovations or has only very limited general knowledge of efforts to develop innovations in the area.	Takes little or no action to solicit information beyond reviewing descriptive information about this or similar innovations when it happens to come to personal attention.	Is not communicating with others about the innovation beyond possibly acknowledging that the innovation exists.
DECISION POINT A	*Takes action to learn more detailed information about the innovation.*		
LEVEL I ORIENTATION State in which the user has acquired or is acquiring information about the innovation and/or has explored or is exploring its value orientation and its demands upon user and user system.	Knows general information about the innovation such as origin, characteristics, and implementation requirements.	Seeks descriptive material about the innovation. Seeks opinions and knowledge of others through discussions, visits, or workshops.	Discusses the innovation in general terms and/or exchanges descriptive information, materials, or ideas about the innovation and possible implications of its use.
DECISION POINT B	*Makes a decision to use the innovation by establishing a time to begin.*		
LEVEL II PREPARATION State in which the user is preparing for first use of the innovation.	Knows logistical requirements, necessary resources and timing for initial use of the innovation, and details of initial experiences for clients.	Seeks information and resources specifically related to preparation for use of the innovation in own setting.	Discusses resources needed for initial use of the innovation. Joins others in pre-use training, and in planning for resources, logistics, schedules, etc., in preparation for first use.
DECISION POINT C	*Begins first use of the innovation.*		
LEVEL III MECHANICAL USE State in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a step-wise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.	Knows on a day-to-day basis the requirements for using the innovation, its more immediate effects, and the short-term consequences of use. Knowledge is centered on self and task.	Solicits management information about such things as logistics, scheduling techniques, and ideas for reducing amount of time and work required of user.	Discusses management and logistical issues related to use of the innovation. Resources and materials are shared for purposes of reducing management, time and logistical problems related to use of the innovation.
DECISION POINT D-1	*A routine pattern of use is established.*		
LEVEL IV A ROUTINE Use of the innovation is stable and few if any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.	Knows both short- and long-term requirements for use and how to use the innovation with minimum effort or stress.	Makes no special efforts to seek information as a part of ongoing use of the innovation.	Describes current use of the innovation with little or no reference to ways of changing use.
DECISION POINT D-2	*Changes use of the innovation based on formal or informal evaluation in order to increase client outcomes.*		
LEVEL IV B REFINEMENT State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients.	Knows possible and effective effects of the innovation on clients and ways for increasing impact on clients.	Solicits information and materials that focus specifically on changing use of the innovation to affect client outcomes.	Discusses own methods of modifying use of the innovation to change client outcomes.
DECISION POINT E	*Initiates changes in use of innovation based on input of and in coordination with what colleagues are doing.*		
LEVEL V INTEGRATION State in which the user is combining own efforts to use the innovation with collateral activities of colleagues to achieve a collective impact on clients within their common sphere of influence.	Knows how to coordinate own use of the innovation with colleagues to provide a collective impact on clients.	Solicits information and opinions for the purpose of collaborating with others in use of the innovation.	Discusses efforts to increase client impact through collaboration with others on personal use of the innovation.
DECISION POINT F	*Begins exploring alternatives to or major modifications of the innovation presently in use.*		
LEVEL VI RENEWAL State in which the user is examining alternatives to present use of the innovation, major modifications of present innovation to achieve greater impact on clients within sphere of influence, or new innovations in the field and evaluates these goals for self and system.	Knows of alternatives that could be used to change or replace the present innovation that would improve the quality of outcomes of its use.	Seeks information and materials about other innovations as alternatives to the present innovation or for making major modifications in the innovation.	Focuses discussions on identification of major alternatives or replacements for the current innovation.

Program for Assisting Educational Innovations Project, Research and Development Center for Teacher Education, University of Texas at Austin, 1975, N.I.E. Contract No. NIE C-74-0087.

FIGURE I — LoU CHART

CATEGORIES

ASSESSING	PLANNING	STATUS REPORTING	PERFORMING
Examines the potential or actual use of the innovation or some aspect of it. This can be a mental assessment or can involve actual collection and analysis of data.	**Designs and outlines short- and/or long-range steps to be taken during process of innovation adoption, i.e., aligns resources, schedules activities, meets with others to organize and/or coordinate use of the innovation.**	**Describes personal stand at the present time in relation to use of the innovation.**	**Carries out the actions and activities entailed in operationalizing the innovation.**
Takes no action to analyze the innovation, its characteristics, possible use or consequences of use.	Schedules no time and specifies no steps for the study or use of the innovation.	Reports little or no personal involvement with the innovation.	Takes no discernible action toward learning about or using the innovation. The innovation and/or its accouterments are not present or in use.
Analyzes and compares materials, content, requirements for use, evaluation reports, potential outcomes, strengths and weaknesses for purpose of making a decision about use of the innovation.	Plans to gather necessary information and resources as needed to make a decision for or against use of the innovation.	Reports presently orienting self to what the innovation is and is not.	Explores the innovation and requirements for its use by talking to others about it, reviewing descriptive information and sample materials, attending orientation sessions, and observing others using it.
Analyzes detailed requirements and available resources for initial use of the innovation.	Identifies steps and procedures entailed in obtaining resources and organizing activities and events for initial use of the innovation.	Reports preparing self for initial use of the innovation.	Studies reference materials in depth, organizes resources and logistics, schedules and receives skill training in preparation for initial use.
Examines own use of the innovation with respect to problems of logistics, management, time, schedules, resources and general reactions of clients.	Plans for organizing and managing resources, activities, and events related primarily to immediate ongoing use of the innovation. Planned-for changes address managerial or logistical issues with a short-term perspective.	Reports that logistics, time, management, resource organization, etc., are the focus of most personal efforts to use the innovation.	Manages innovation with varying degrees of efficiency. Often lacks anticipation of immediate consequences. The flow of actions in the user and clients is often disjointed, uneven and uncertain. When changes are made, they are primarily in response to logistical and organizational problems.
Limits evaluation activities to those administratively required, with little attention paid to findings for the purpose of changing use.	Plans intermediate and long-range actions with little projected variation in how the innovation will be used. Planning focuses on routine use of resources, personnel, etc.	Reports that personal use of the innovation is going along satisfactorily with few if any problems.	Uses the innovation smoothly with minimal management problems; over time, there is little variation in pattern of use.
Assesses use of the innovation for the purpose of changing current practices to improve client outcomes.	Develops intermediate and long-range plans that anticipate possible and needed steps, resources, and events designed to enhance client outcomes.	Reports varying use of the innovation in order to change client outcomes.	Explores and experiments with alternative combinations of the innovation with existing practices to maximize client involvement and to optimize client outcomes.
Appraises collaborative use of the innovation in terms of client outcomes and strengths and weaknesses of the integrated effort.	Plans specific actions to coordinate own use of the innovation with others to achieve increased impact on clients.	Reports spending time and energy collaborating with others about integrating own use of the innovation.	Collaborates with others in use of the innovation as a means for expanding the innovation's impact on clients. Changes in use are made in coordination with others.
Analyzes advantages and disadvantages of major modifications or alternatives to the present innovation.	Plans activities that involve pursuit of alternatives to enhance or replace the innovation.	Reports considering major modifications of or alternatives to present use of the innovation.	Explores other innovations that could be used in combination with or in place of the present innovation in an attempt to develop more effective means of achieving client outcomes.

ATTACHMENT E-2

LEVEL OF USE INTERVIEW
RESULTS

1978-1979

GROUP	n	Percent of Subjects at LoU							
		0	1	2	3	4A	4B	5	6
CONTROL	11	90.9	-	9.1	-	-	-	-	-
TREATMENT	17	11.8	5.9	5.9	29.4	47.1	-	-	-

Response To Elimination
Of Pre Lou Interviews - PADS Project 1979-80
(Performance Objective 79-4)

Level of Use (LOU) interviews are an effective, reliable method for determining, quantitatively, the behavior of individuals as they become more familiar with and more skilled in using an innovation. The original PADS evaluation design included pre-post LOU interviews as a means of determining how use levels would change during the course of the present implementation year. The preinterview was scheduled for late October, 1979, while the postinterview was scheduled for late April - early May, 1980.

Before preinterview plans could be implemented, however, the Cleveland Public Schools instructional calendar was interupted by a teaching strike which did not end until January, 1980. Additionally, at the time the strike ended, the school system was actively pursuing Phase II of its desegregation plan. Consequently, and for the following reasons, it was decided to forego the preinterview phase of this objective.

1. Participating teachers were too involved with reopening of their schools after the strike ended.

2. Participating teachers and students were caught up in planning efforts relative to desegregation Phase II.

3. Phase II of desegregation is aimed directly at the schools identified for the PADS implementation schedule.

It was further decided that the postinterview should be given in late May - early June (one month later than originally scheduled). Reasons for this decision are:

1. This would allow Phase II activities to settle in to each affected building.

2. The interview results would have a better chance of reflecting PADS implementation activities rather than other variables surrounding the school environment because of the strike and desegregation Phase II.

3. The interview results will still yield a description of where PADS innovation users are despite the intervening interruptions of service.

Although pre-post results would be more revealing about project-initiated changes, it would seem that there are greater dangers in assuming reliable data during the months of January through April than would otherwise be expected. Therefore, it would appear that the only recourse is to conduct only a post-interview of selected participants and to utilize the resulting information as indicative of PADS - initiated changes. The final result will, however, be reliable: the LOU interviews will give an accurate picture of where each subject is regarding their use of the PADS innovation.

LISTING OF THE INTERVIEWS CONDUCTED DURING THE 1979-80 FUNDING YEAR TO DETERMINE LEVEL OF USE (LoU) OF PADS MATERIALS WITHIN THE CLASSROOM

Type of Interviewee	Name of Interviewee	Interviewee's School	Interviewee's Position	Date of Interview	Interviewer
Two year project participants (1978-80), previously interviewed (June, 1979)	Anderson, Larry	East Technical	Teacher	7/22/80	Mr. Derek Taylor
	Carter, Alice	Union	Teacher	7/17/80	Dr. Ella Cleveland
	Rung, Lora	Union	Teacher	7/17/80	Dr. Ella Cleveland
	Sims, William Charles	East Technical	Teacher	7/22/80	Mr. Derek Taylor
Two year project participants (1978-80), never interviewed	Abel, Allen	South	Teacher	7/17/80	Dr. Kenneth Osicki
	Conte, Walt	Central	Teacher	7/23/80	Mr. Derek Taylor
	Helm, Selma	A. B. Hart	Teacher	7/16/80	Dr. Kenneth Osicki
	Miele, Joseph	Harvard	Teacher	7/17/80	Dr. Ella Cleveland
One year participants (1978-79), never interviewed	Lineburgh, Norma	East Technical	Teacher	7/22/80	Mr. Derek Taylor
	Pannell, Carl	Marion-Sterling	Teacher	7/15/80	Dr. Ella Cleveland
	Prendergast, Maurita	John Marshall	Counselor	7/17/80	Dr. Kenneth Osicki
	Zlocki, John	Fullerton	Teacher	7/17/80	Dr. Ella Cleveland
One year participants (1979-80), never interviewed	Baskin, Maria	A. B. Hart	Counelor	7/16/80	Dr. Kenneth Osicki
	Bellone, Ann	John Marshall	Teacher	7/22/80	Dr. Kenneth Osciki
	Close, Carole	R. H. Jamison	Teacher	7/18/80	Mrs. Hazel Redden
	Hofstetter, Theresa	John F. Kennedy	Counselor	7/18/80	Mrs. Hazel Redden
	Howse, Marion	R. H. Jamison	Counselor	7/18/80	Mrs. Hazel Redden
	McCraw, Claudiette	Central	Counselor	7/24/80	Mr. Derek Taylor
	Molik, William	John F. Kennedy	Teacher	7/18/80	Mrs. Hazel Redden
	Musgrave, Michael	A. A. Benesch	Teacher	7/17/80	Dr. Ella Cleveland
	Telecky, Stuart	John F. Kennedy	Teacher	7/18/80	Mrs. Hazel Redden

ATTACHMENT E-5

COMPARISON OF TWO YEAR AND ONE YEAR PARTICIPANT
LEVEL OF USE INTERVIEW RESULTS
1979-80

		Percent of Subjects at LoU							
Group	n	0	I	II	III	IVA	IVB	5	6
Two Year	8					50.0	50.0		
One Year	13				46.2	23.1	30.7		

ATTACHMENT E-6

COMPARISON OF TWO YEAR PARTICIPANT
1978-79 AND 1979-80 LEVEL OF USE SCORES

Participant	1978-79 LoU Score	1979-80 LoU Score
1	IVA	IVA
2	IVA	IVB
3	IVA	IVB
4	IVA	IVB

ATTACHMENT F

INFORMATION PERTINENT TO REACTIONS
TO MATERIALS/PROJECT ACTIVITIES

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CLEVELAND PUBLIC SCHOOLS
DIVISION OF RESEARCH AND DEVELOPMENT

PUPILS ADJUSTMENT IN A DESEGREGATED SETTING
SCHOOL QUESTIONNAIRE

1979 - 1980

DO NOT OPEN THIS BOOKLET UNTIL
INSTRUCTED TO DO SO

DIRECTIONS

The purpose of this survey is to assess individual and groups feelings about school.

Please study each item carefully before responding However, it is important that you respond to each item in order to make the results of this survey comprehensive, accurate, and timely.

- Read each statement carefully.
- Think about how well the statement describes the group you are in.
- On your answer sheet blacken in one (and only one) response for each statement.

Examples

Blacken A if you Strongly Disagree with the statement: (A) B C D E

Blacken B if you Disagree with the statement: A (B) C D E

Blacken C if you Agree with the statement: A B (C) D E

Blacken D if you Strongly Agree with the statement: A B C (D) E

- Do not write or mark on this booklet.

	(A) Strongly Disagree	(B) Disagree	(C) Agree	(D) Strongly Agree
1. Students in this school know most of the members of their daily classes by their first names.	A	B	C	D
2. People pay attention to what students say around here.	A	B	C	D
3. On most days I look forward to my classes.	A	B	C	D
4. You feel left out if you're not part of a group in this school.	A	B	C	D
5. Students would rather be in this school than in any other school.	A	B	C	D
6. People here usually avoid admitting that problems exist.	A	B	C	D
7. Students are encouraged to discuss their own ideas freely.	A	B	C	D
8. No one really knows the goals of this school.	A	B	C	D
9. Most students find their classes too easy.	A	B	C	D
10. Students here talk openly about school problems.	A	B	C	D
11. Learning is more important than marks in this school.	A	B	C	D
12. Students don't have much choice about which courses they can take.	A	B	C	D
13. Students help make the rules in this school.	A	B	C	D
14. You need to be in a group to be liked in this school.	A	B	C	D
15. Most teachers in this school will see a student who needs help.	A	B	C	D

ATTACHMENT F-2

1979-80 PRE-POST ANALYSIS OF PADS SCHOOL QUESTIONNAIRE BY PARTICIPANT GROUP[a]

Group/Grade Level	N	Pre $\bar{X}$	S.D.	Post $\bar{X}$	S.D.	Difference $\bar{X}$	Difference S.D.	t
Preadmission								
. Grade 6	18	38.67	3.13	39.67	3.46	1.00	5.54	.77
Orientation								
. Grade 7-9	40	36.53	4.85	39.75	4.58	3.22	4.57	4.46*
. Grade 10	11	39.00	1.27	40.64	4.99	1.64	3.83	1.42
Classroom								
. Grade 6	102	37.92	4.82	40.82	4.19	2.90	4.40	6.66*
. Grade 7-9	61	36.98	4.13	39.49	4.22	2.51	5.11	3.83*
. Grade 10-12	48	39.88	4.50	41.83	4.29	2.56	2.64	3.15*
Adults	26	37.88	5.51	42.54	5.29	4.66	4.04	5.87*

* $p < .05$

[a] School Questionnaire respondents were asked to assess their school's environment. A total of 15 statements were to be assessed on a four-point scale of agreement ranging from "Strongly Agree" (4) to "Strongly Disagree" (1). A total response value of 60 points represented the most positive assessment of an individual's school environment.

ATTACHMENT F-3

PRE SCHOOL QUESTIONNAIRE
ITEM RESPONSE SUMMARY
Elementary Classroom Group
(1979-80)

N=104*	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. Students in this school know most of the members of their daily classes by their first names.	1%	9%	41%	48%	1%
2. People pay attention to what students say around here.	9%	41%	39%	11%	
3. On most days I look forward to my classes.	13%	19%	38%	29%	1%
4. You feel left out if you're not part of a group in this school.	13%	37%	23%	27%	
5. Students would rather be in this school than in any other school.	43%	33%	16%	7%	1%
6. People here usually avoid admitting that problems exist.	15%	44%	28%	12%	1%
7. Students are encouraged to discuss their own ideas freely.	13%	27%	45%	14%	1%
8. No one really knows the goals of this school.	14%	35%	37%	14%	
9. Most students find their classes too easy.	11%	19%	44%	25%	1%
10. Students here talk openly about school problems.	11%	32%	42%	14%	1%
11. Learning is more important than marks in this school.	7%	11%	41%	38%	3%
12. Students don't have much choice about which courses they can take.	41%	33%	19%	6%	1%
13. Students help make the rules in this school.	40%	24%	27%	7%	2%
14. You need to be in a group to be liked in this school.	15%	10%	40%	34%	1%
15. Most teachers in this school will see a student who needs help.	5%	10%	36%	45%	4%

* Not included are the responses made by pre-admission and orientation student participants.

PRE SCHOOL QUESTIONNAIRE
ITEM RESPONSE SUMMARY
Junior High Classroom Group
(1979-80)

N=61*	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. Students in this school know most of the members of their daily classes by their first names.	8%	10%	48%	34%	
2. People pay attention to what students say around here.	8%	29%	41%	20%	2%
3. On most days I look forward to my classes.	16%	15%	51%	18%	
4. You feel left out if you're not part of a group in this school.	21%	36%	28%	13%	2%
5. Students would rather be in this school than in any other school.	31%	42%	13%	12%	2%
6. People here usually avoid admitting that problems exist.	18%	34%	33%	13%	2%
7. Students are encouraged to discuss their own ideas freely.	12%	25%	47%	16%	
8. No one really knows the goals of this school.	13%	41%	31%	15%	
9. Most students find their classes too easy.	10%	33%	32%	23%	2%
10. Students here talk openly about school problems.	8%	28%	39%	23%	2%
11. Learning is more important than marks in this school.	12%	16%	55%	15%	2%
12. Students don't have much choice about which courses they can take.	23%	26%	34%	10%	7%
13. Students help make the rules in this school.	39%	33%	20%	8%	
14. You need to be in a group to be liked in this school.	10%	10%	39%	39%	2%
15. Most teachers in this school will see a student who needs help.	18%	13%	41%	28%	

* Not included are the responses made by pre-admission and orientation student participants.

ATTACHMENT F-3

PRE SCHOOL QUESTIONNAIRE
ITEM RESPONSE SUMMARY
Senior High Classroom Group
(1979-80)

N=45*	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. Students in this school know most of the members of their daily classes by their first names.	4%	11%	61%	24%	
2. People pay attention to what students say around here.	4%	37%	46%	13%	
3. On most days I look forward to my classes.	13%	31%	37%	17%	2%
4. You feel left out if you're not part of a group in this school.	26%	43%	20%	9%	2%
5. Students would rather be in this school than in any other school.	24%	28%	39%	7%	2%
6. People here usually avoid admitting that problems exist.	11%	41%	33%	15%	
7. Students are encouraged to discuss their own ideas freely.	2%	35%	48%	11%	4%
8. No one really knows the goals of this school.	2%	33%	52%	11%	2%
9. Most students find their classes too easy.		15%	57%	28%	
10. Students here talk openly about school problems.	7%	30%	41%	22%	
11. Learning is more important than marks in this school.	4%	33%	35%	26%	2%
12. Students don't have much choice about which courses they can take.	9%	7%	56%	28%	
13. Students help make the rules in this school.	29%	30%	30%	11%	
14. You need to be in a group to be liked in this school.	4%	9%	33%	54%	
15. Most teachers in this school will see a student who needs help.	7%	9%	63%	21%	

* Not included are the responses made by pre-admission and orientation student participants.

ATTACHMENT F-3

PRE SCHOOL QUESTIONNAIRE
ITEM RESPONSE SUMMARY
Adult Classroom Group
(1979-80)

N=26*	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. Students in this school know most of the members of their daily classes by their first names.	4%	23%	31%	42%	
2. People pay attention to what students say around here.	8%	23%	61%	8%	
3. On most days I look forward to my classes.	4%	8%	65%	19%	4%
4. You feel left out if you're not part of a group in this school.	12%	38%	31%	15%	4%
5. Students would rather be in this school than in any other school.	19%	27%	50%	4%	
6. People here usually avoid admitting that problems exist.	8%	27%	30%	31%	4%
7. Students are encouraged to discuss their own ideas freely.	4%	15%	69%	12%	
8. No one really knows the goals of this school.	12%	23%	46%	19%	
9. Most students find their classes too easy.	4%	8%	61%	27%	
10. Students here talk openly about school problems.		12%	76%	12%	
11. Learning is more important than marks in this school.	23%	35%	34%	8%	
12. Students don't have much choice about which courses they can take.	19%	35%	23%	19%	4%
13. Students help make the rules in this school.	15%	50%	31%		4%
14. You need to be in a group to be liked in this school.	8%	23%	50%	15%	4%
15. Most teachers in this school will see a student who needs help.	8%	4%	57%	31%	

* Not included are the responses made by pre-admission and orientation student participants.

ATTACHMENT F-4

POST SCHOOL QUESTIONNAIRE
ITEM RESPONSE SUMMARY
Elementary Classroom Group
(1979-80)

N=104*	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. Students in this school know most of the members of their daily classes by their first names.	5%	14%	56%	25%	
2. People pay attention to what students say around here.	11%	35%	38%	15%	1%
3. On most days I look forward to my classes.	8%	9%	50%	33%	
4. You feel left out if you're not part of a group in this school.	17%	30%	33%	18%	2%
5. Students would rather be in this school than in any other school.	29%	28%	29%	14%	
6. People here usually avoid admitting that problems exist.	13%	44%	25%	14%	4%
7. Students are encouraged to discuss their own ideas freely.	11%	22%	41%	26%	
8. No one really knows the goals of this school.	16%	29%	37%	18%	
9. Most students find their classes too easy.	10%	26%	39%	22%	3%
10. Students here talk openly about school problems.	15%	37%	33%	14%	1%
11. Learning is more important than marks in this school.	7%	12%	42%	35%	4%
12. Students don't have much choice about which courses they can take.	33%	33%	19%	13%	2%
13. Students help make the rules in this school.	32%	26%	32%	10%	
14. You need to be in a group to be liked in this school.	14%	14%	30%	40%	2%
15. Most teachers in this school will see a student who needs help.	6%	4%	36%	51%	3%

* Not included are the responses made by pre-admission and orientation student participants.

POST SCHOOL QUESTIONNAIRE
ITEM RESPONSE SUMMARY
Junior High Classroom Group
(1979-80)

N=61*	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. Students in this school know most of the members of their daily classes by their first names.	7%	12%	57%	24%	
2. People pay attention to what students say around here.	13%	40%	31%	16%	
3. On most days I look forward to my classes.	18%	27%	39%	16%	
4. You feel left out if you're not part of a group in this school.	13%	43%	36%	8%	
5. Students would rather be in this school than in any other school.	39%	39%	12%	10%	
6. People here usually avoid admitting that problems exist.	12%	36%	37%	15%	
7. Students are encouraged to discuss their own ideas freely.	18%	20%	46%	16%	
8. No one really knows the goals of this school.	15%	27%	44%	12%	2%
9. Most students find their classes too easy.	12%	21%	42%	25%	
10. Students here talk openly about school problems.	13%	33%	44%	7%	3%
11. Learning is more important than marks in this school.	16%	13%	53%	18%	
12. Students don't have much choice about which courses they can take.	28%	34%	29%	7%	2%
13. Students help make the rules in this school.	36%	33%	21%	8%	2%
14. You need to be in a group to be liked in this school.	7%	20%	37%	36%	
15. Most teachers in this school will see a student who needs help.	12%	18%	45%	25%	

* Not included are the responses made by pre-admission and orientation student participants.

POST SCHOOL QUESTIONNAIRE
ITEM RESPONSE SUMMARY
Senior High Classroom Group
(1979-80)

N=45*	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. Students in this school know most of the members of their daily classes by their first names.	13%	27%	44%	16%	
2. People pay attention to what students say around here.	11%	27%	51%	11%	
3. On most days I look forward to my classes.	16%	9%	48%	27%	
4. You feel left out if you're not part of a group in this school.	24%	45%	18%	13%	
5. Students would rather be in this school than in any other school.	16%	29%	31%	22%	2%
6. People here usually avoid admitting that problems exist.	13%	29%	40%	18%	
7. Students are encouraged to discuss their own ideas freely.	4%	16%	58%	18%	4%
8. No one really knows the goals of this school.	2%	39%	44%	13%	2%
9. Most students find their classes too easy.	9%	14%	53%	24%	
10. Students here talk openly about school problems.	4%	18%	54%	24%	
11. Learning is more important than marks in this school.	4%	25%	40%	29%	2%
12. Students don't have much choice about which courses they can take.	9%	18%	44%	29%	
13. Students help make the rules in this school.	31%	42%	20%	7%	
14. You need to be in a group to be liked in this school.	9%	9%	36%	44%	2%
15. Most teachers in this school will see a student who needs help.	2%	16%	51%	24%	7%

* Not included are the responses made by pre-admission and orientation student participants.

POST SCHOOL QUESTIONNAIRE
ITEM RESPONSE SUMMARY
Adult Classroom Group
(1979-80)

N=26*	Strongly Disagree	Disagree	Agree	Strongly Agree	No Response
1. Students in this school know most of the members of their daily classes by their first names.	15%	35%	31%	19%	
2. People pay attention to what students say around here.	8%	15%	62%	15%	
3. On most days I look forward to my classes.	8%	19%	42%	27%	4%
4. You feel left out if you're not part of a group in this school.	8%	35%	42%	15%	
5. Students would rather be in this school than in any other school.	4%	38%	50%	8%	
6. People here usually avoid admitting that problems exist.	12%	19%	50%	19%	
7. Students are encouraged to discuss their own ideas freely.	4%	23%	46%	23%	4%
8. No one really knows the goals of this school.	4%	27%	46%	23%	
9. Most students find their classes too easy.	4%	19%	65%	12%	
10. Students here talk openly about school problems.	4%	23%	58%	15%	
11. Learning is more important than marks in this school.	19%	39%	26%	12%	4%
12. Students don't have much choice about which courses they can take.	19%	46%	12%	19%	4%
13. Students help make the rules in this school.	19%	46%	35%		
14. You need to be in a group to be liked in this school.	15%	31%	46%	8%	
15. Most teachers in this school will see a student who needs help.	4%	19%	38%	31%	8%

* Not included are the responses made by pre-admission and orientation student participants.

SUMMARY OF PARTICIPANT REACTION TO THE SEVEN
PROJECT SPONSORED FIELD TEST WORKSHOPS HELD DURING 1979-80 (N=220 respondent assessments)

INSTRUCTIONS: Each of the items which follow pertain to some aspect of today's meeting. Please indicate how you feel about each item by placing a check mark ( ) in the appropriate space provided.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	
1.	45%	47%	3%	1%	1%	The objective of today's meeting was very clear.
2.	6%	10%	30%	50%	4%	The materials and activities were not well planned and presented.
3.	55%	40%	4%	1%		Participants were actively involved.
4.	31%	63%	4%	1%	1%	The activities helped us reach our meeting objectives.
5.	25%	61%	7%	1%	6%	The physical facilities aided our group efforts to achieve objectives.
6.	48%	45%	4%	3%		I felt the leadership was very helpful.
7.	37%	51%	6%	3%	3%	I knew what was expected of me during the meeting.
8.	3%	8%	31%	52%	6%	I felt uncomfortable expressing my ideas and feelings in the group.
9.	37%	54%	4%	3%	2%	Todays session was valuable for me.
10.	3%	5%	44%	30%	18%	Many of my expressed concerns were not responded to during the session.

I liked _____

_____

I did not like _____

_____

Next time we should _____

_____

ATTACHMENT F-5

ATTACHMENT F-6
ACTUAL-USE RECORD FORM

Instructions

1. This form has been designed to collect specific information about use of the PADS materials. The form should be completed by the Group Leader each time a PADS activity is used. NOTE: If an activity is repeated a new form must be completed for each implementation.

2. Use one form for each activity. Do not report more than one activity on a single form. If you use two activities during the same time period you should use two separate record forms.

3. Be sure to indicate the title of the PADS activity that was implemented.

4. Make certain that the appropriate class designation (treatment or non-treatment class) has been indicated.

5. Use brief statements to describe successes or to make recommendations.

6. When requested at the end of each month, forward all completed record forms to:

John Ryan
Harvard School (PADS)

- -

GROUP LEADER _____ DATE _____ TIME _____

SCHOOL _____ GRADE _____ NUMBER IN GROUP _____

SUBJECT _____ PADS ACTIVITY WHICH WAS USED _____

(CHECK THE APPROPRIATE DESIGNATION WHICH APPLIES TO EACH STATEMENT BELOW)

TYPE OF CLASS? ☐ TREATMENT CLASS ☐ NON-TREATMENT CLASS

RELATIVE SUCCESS USING THE ACTIVITY WITH THIS GROUP? ☐ EXCELLENT ☐ GOOD ☐ FAIR ☐ POOR

DID YOU HAVE ANY PROBLEMS USING THIS ACTIVITY? ☐ MANY ☐ FEW ☐ NONE

WOULD YOU USE THIS ACTIVITY AGAIN? ☐ YES ☐ NO

☐ YES, BUT ONLY IF _____

PLEASE MAKE A GENERAL STATEMENT ABOUT HOW YOU USED THIS ACTIVITY TODAY: _____

_____

WHAT RECOMMENDATIONS WOULD YOU MAKE TO SOMEONE WHO IS PLANNING TO USE THIS ACTIVITY FOR THE FIRST TIME? _____

_____

SUMMARY OF 1979-80 ACTUAL-USE RECORD FORMS RETURNED BY TEACHER/COUNSELOR PARTICIPANTS WHO WERE INCLUDED WITHIN THE KNOWLEDGE TEST AND ATTITUDE SURVEY EVALUATION ANALYSES*

Group/Grade Level	Number of Participants Reporting	Total Number of PADS Activity Presentations Made Sample Participant Classrooms By Topic Area							Total Number of PADS Presentations Made Within Sample Participant Classrooms by Group/Grade Level
		Team Building	Underst. Feelings	Problem Solving	Communi-cations	Values	Climate Modifiers/ Feedback	Other*	
Preadmission									
. Grade 6	1	4	1			1			6
Orientation									
. Grade 7-9	2	1	1	2	3			2	9
Classroom									
. Grade 6	2	7	12	1	3	5			28
. Grade 7-9	4	10	6	5	4	5		1	31
. Grade 10-12	4	9	5		8	9	1	7	39
GRAND TOTAL	13	31	25	8	18	20	1	10	113

* Includes instructional resources purchased by the PADS program which were used as a supplement to the developed activities. A list of these resources appears in the bibliography of the PADS manual.

13 of the 19 (or 68%) teacher/counselors included within the 1979-80 knowledge test and attitude survey evaluation analyses returned Actual-Use Record Forms.

ATTACHMENT F-7

1979-80 ACTUAL-USE RECORD FORM
SUMMARY BY PADS ACTIVITY AREA *

Activity Area	Total Number of Activities Included Within Area	Total Number of Activities Implemented At Least Once Within Classes	Mean Number of Times An Individual Activity Within Area Was Introduced	Over-all Usability Rating						Problems Encountered					Repeat Usage				
				Ex.	Good	Fair	Poor	No Resp.	N	None	Few	Many	No Resp.	N	Yes	Yes but..	No	No Resp.	N
Team Building	19	18	4.94	67%	26%	5%	1%	1%	89	67%	21%		12%	89	89%	3%		8%	89
Understanding Feelings	18	16	3.25	69%	21%	9%	1%		52	50%	39%	1%	10%	52	80%	8%	1%	4%	52
Problem Solving	19	9	3.11	46%	54%				28	32%	36%		32%	28	64%	11%		25%	28
Communications	21	14	3.43	60%	33%	7%			48	58%	29%		13%	48	71%	12%		17%	48
Values	27	15	2.87	61%	31%	7%		1%	43	54%	26%	1%	19%	43	77%		1%	22%	43
Climate Modifiers	11	0																	
TOTALS	115	72	3.61	63%	30%	5%	1%	1%	260	56%	28%	1%	15%	260	79%	6%	1%	14%	260

* Actual-Use Record Forms were returned by 67%(or 29 of the 43) 1979-80 teacher/counselor participants.

ATTACHMENT F-8

A LISTING OF ALL PADS ACTIVITIES DEVELOPED BY PROJECT STAFF INDICATING THOSE ACTIVITIES WHICH WERE NOT INTRODUCED WITHIN ANY 1979-80 TEACHER/COUNSELOR PARTICIPANT CLASSROOM

Activity Area: Team Building

The Name Tag
Snap Introductions
Name Relay
Dividing a Large Group
Introductions
The Names Have It
Get Acquainted
Name Your Neighbors
Why Am I Here?
Hopes and Expectations
Happy Holiday
Symbolic Me
The New Group
Who Am I?
ABC--Introduction Activity
Ask Me/Tell Me
Sharing Trios
Autobiography*
Tower Power

Activity Area: Understanding Feelings

High Feelings--Low Feelings
I'm the Same--I'm Different
A Measure in Difference
The Ups and Downs
Knocks and Boosts
Silent Story
I Am Responsible
Then and Now
Compliments
Secret Pal
Let Me In!
Pain and Joy
It's Just a Point of View*
Labeling
External/Internal Me*
"I" Statements
Sharing My Feelings
Ins and Outs

Activity Area: Problem Solving

What's the Problem?*
Brainstorming
Removing Barriers to Action*
Play On Words
The Water Jar Experiment
Shoe Store
Tree in the Box*
The Horse Trade
Peer Pressure and You*
Peer Pressure
The Strength of Peer Pressure
The Man in the Box*
Survival in the Desert
Frog Shaker or Bead Building*
An Origami Exercise*
Broken Squares Puzzle*
Lutts and Mipps*
Win As Much As You Can*
The Mosaic Apartment

Activity Area: Communications

Sound Off
Do You Follow Directions?*
Between Word, Ear, and Hand
The Misunderstanding
Part of the Truth
Where Do I Stand
Brotherhood Bumper Stickers
Effective Communication*
Blocking and Helping Behaviors
Lend An Ear*
In the Eye of the Beholder
The Visitor
Body Language
Eye To Eye*
What Did You See?
Did You Hear What Happened?
Situations in School
Cross-Cultural Communication
Trigger Words and Phrases*
What's in a Word or Phrase?
As You Hear It*

*Indicates an activity that was not introduced within the classroom of any teacher/counselor participant during 1979-80. This compilation is based solely upon a review of the returned Actual-Use Record Forms of participants.

Activity Areas - continued

Activity Area: Values

What Are Values?
Values Declaration
Wish Box
Values Survey
Values in Action*
The Incomplete Story
Values Bidding
It's Your Choice*
The Shield
The Albatross
Personal Encounter*
Heroes and Villains
Culturally Different*
Concept of Culture
Cultural Awareness
The Gift
Prejudgments
Definition of Terms*
The Stereotype*
Group Stereotype
Historical Stereotypes
The Native American*
They All Look Alike!*
Does It Make Sense?*
Who Are the Victims*
Assumptions*
Reaction to Prejudice*

Activity Area: Climate Modifiers

Computer Story*
Who Leads?*
Soaring Eagle*
Yay Boo Yay*
Thumbs Down*
Wham!*
One Word Story*
Breathing Makes the Difference*
Pulsating Moments*
Light as a Feather*
Tense, Release, Relax*

*Indicates an activity that was not introduced within the classroom of any teacher/counselor participant during 1979-80. This compilation is based solely upon a review of the returned Actual-Use Record Forms of participants

P.A.D.S.
CONSULTANT EVALUATION FORM
1980

Please evaluate the PADS Packet of implementation and activities by indicating the extent to which you agree with each of the following criteria. Please mark only one space and place your mark directly on the space provided. Do not place any marks between spaces.

Criteria	To what extent do you agree with each of the criterion statements? Completely	Much	Some	Not Much	Not At All
7. The following curriculum protocols have been met:					
Clarity	—	✓	—	—	—
Relevant to desegregation	✓	—	—	—	—
Utility	✓	—	—	—	—
Practice	✓	—	—	—	—
Reinforcement	✓	—	—	—	—
Composition/Grammar	✓	—	—	—	—

Comments: The book is exceptionally well done. It has taken numerous exercises and put them into a package ranging in levels of difficulty. Some of them are however, difficult to understand.

8. Multi-media materials been included.	✓	—	—	—	—

Comments: These materials were well done however I did not use them because the time limitations prohibited it.

9. The content is multi-ethnic/ multi-racial.	—	✓	—	—	—

Comments:

Criteria	Completely	Much	Some	Not Much	Not At All
Appropriate instructional procedures have been suggested.	✓	—	—	—	—

Comments: Though complete, they do, in some exercises seem stilted and not easily flowing

The materials can be used with small or large groups.	✓	—	—	—	—

Comments:

6. A variety of techniques and strategies is incorporated in the program.	✓	—	—	—	—

Comments: The materials make it easy to have variety in the training flow - going from individual work to groups. It also makes it possible to move from simple to complex learning.

7. The graphics are appropriate	✓	—	—	—	—

Comments:

The theoretical framework on which the packet was developed is sound.	✓	—	—	—	—

Comments:

The materials are appropriate for implementation with the following groups:					
Students	✓	—	—	—	—

Criteria	Completely	Much	Some	Not Much	Not At All
School Staff	✓	—	—	—	—
Parents	—	✓	—	—	—

Comments: _____

10. The materials can be used effectively by:

Students	✓	—	—	—	—
Counselors	✓	—	—	—	—
Teachers	✓	—	—	—	—
Administrators	N/A	—	—	—	—
Parents	—	—	—	—	—

Comments: I did not have the opportunity to use the materials with parents and administrators. However, there were no problems using the materials with students, counselors & teachers.

11. The organization of the PADS packet is appropriate in:

Sequence	✓	—	—	—	—
Clarity	✓	—	—	—	—
Format	✓	—	—	—	—

Comments: _____

12. The content of the PADS packet is appropriate in:

Objectives	✓	—	—	—	—
Comprehensiveness	✓	—	—	—	—
Skills	✓	—	—	—	—

Criteria	Completely	Much	Some	Not Much	Not At All
Comments:					
1. The following implementation programs are appropriate:	N/A				
Pre-Admission/Articulation	—	—	—	—	—
Orientation	—	—	—	—	—
School Staff	—	—	—	—	—
Parent	—	—	—	—	—
Comments:					
1. The implementation programs are adaptable for:	N/A				
The Elementary Schools (6th)	—	—	—	—	—
The Middle School	—	—	—	—	—
The Junior High	—	—	—	—	—
The Senior High	—	—	—	—	—
Comments:					
1. The activities are appropriate for:					
The Elementary School (6th)	—	—	—	—	—
The Middle School	—	—	—	—	—
The Junior High	✓	—	—	—	—
The Senior High	✓	—	—	—	—

Criteria	Completely	Much	Some	Not Much	Not At All

Comments: _____

16. The content of the following PADS sections is appropriate:

Team Building	✓	—	—	—	—
Understanding Feelings	✓	—	—	—	—
Problem Solving	✓	—	—	—	—
Communications	✓	—	—	—	—
Values	✓	—	—	—	—

Comments: _____

17. The Supplemental sections are adequate and appropriate:

Feedback	✓	—	—	—	—
Climate Modifiers	✓	—	—	—	—
Spanish Translations	✓	—	—	—	—
Glossary	✓	—	—	—	—
Bibliography	✓	—	—	—	—

Comments: There were opportunities to use to Climate Modifiers. They were very appropriate for raising or lowering the mood of the group. I do believe the PADS trainers, when using them must be low key & watch the tone of voice and pacing of the exercise.

Jeanne Ellis Petway Ph.D. — Consultant

5-25-80 — Date

24101 Lakeshore Blvd #1008-A — Address

P.A.D.S.
CONSULTANT EVALUATION FORM
1980

Please evaluate the PADS Packet of implementation and activities by indicating the extent to which you agree with each of the following criteria. Please mark only one space and place your mark directly on the space provided. Do not place any marks between spaces.

Criteria	To what extent do you agree with each of the criterion statements? Completely	Much	Some	Not Much	Not At All
The following curriculum protocols have been met:					
Clarity	X				
Relevant to desegregation		X			
Utility		X			
Practice		X			
Reinforcement		X			
Composition/Grammar		X			

Comments: _____

_____

_____

Multi-media materials been included.			X		

Comments: _____

_____

_____

The content is multi-ethnic/ multi-racial.		X			

Comments: _____

_____

_____

Criteria	Completely	Much	Some	Not Much	Not At All
4. Appropriate instructional procedures have been suggested.	X				
Comments:					
5. The materials can be used with small or large groups.		X			
Comments:					
6. A variety of techniques and strategies is incorporated in the program.	X				
Comments:					
7. The graphics are appropriate		X			
Comments:					
8. The theoretical framework on which the packet was developed is sound.		X			
Comments:					
9. The materials are appropriate for implementation with the following groups:					
Students	X				

Criteria	Completely	Much	Some	Not Much	Not At All
School Staff	X				
Parents		X			

Comments: _____

10. The materials can be used effectively by:

Students			X		
Counselors	X				
Teachers		X			
Administrators		X			
Parents		X			

Comments: The materials can be used effectively by teachers, administrators and parents if they are given in-service training. The same is true of students but they probably will need more training.

11. The organization of the PADS packet is appropriate in:

Sequence		X			
Clarity		X			
Format		X			

Comments: _____

12. The content of the PADS packet is appropriate in:

Objectives		X			
Comprehensiveness		X			
Skills		X			

Criteria	Completely	Much	Some	Not Much	Not At All

Comments: _____

3. The following implemcntation programs are appropriate:

Pre-Admission/Articulation	—	X	—	—	—
Orientation	—	X	—	—	—
School Staff	—	X	—	—	—
Parent	—	X	—	—	—

Comments: Not all of the materials are appropriate for all of these programs but there are materials that are appropriate for each

4. The implementation programs are adaptable for:

The Elementary Schools (6th)	X	—	—	—	—
The Middle School	X	—	—	—	—
The Junior High	X	—	—	—	—
The Senior High	X	—	—	—	—

Comments: The important word here is "adaptable"

5. The activities are appropriate for:

The Elementary School (6th)	—	X	—	—	—
The Middle School	—	X	—	—	—
The Junior High	—	X	—	—	—
The Senior High	—	X	—	—	—

Criteria	Completely	Much	Some	Not Much	Not At All

Comments: Not all of the materials are appropriate for all levels but there are materials that are appropriate for all levels

16. The content of the following PADS sections is appropriate:

Team Building	—	X	—	—	—
Understanding Feelings	—	X	—	—	—
Problem Solving	—	X	—	—	—
Communications	—	X	—	—	—
Values	—	—	X	—	—

Comments: The values section contains many good activities but could use some strengthening

17. The Supplemental sections are adequate and appropriate:

Feedback	—	X	—	—	—
Climate Modifiers	—	X	—	—	—
Spanish Translations	—	X	—	—	—
Glossary	—	X	—	—	—
Bibliography	—	X	—	—	—

Comments:

Frank L O'Dell
Consultant

6-25-80
Date

25807 Byron Dr
Address
North Olmsted, Ohio 44070

P.A.D.S.
CONSULTANT EVALUATION FORM
1980

Please evaluate the PADS Packet of implementation and activities by indicating the extent to which you agree with each of the following criteria. Please mark only one space and place your mark directly on the space provided. Do not place any marks between spaces.

Criteria	To what extent do you agree with each of the criterion statements? Completely	Much	Some	Not Much	Not At All
The following curriculum protocols have been met:					
Clarity	✓				
Relevant to desegregation	✓				
Utility	✓				
Practice	✓				
Reinforcement	✓				
Composition/Grammar	✓				

Comments:

2. Multi-media materials been included. ✓ (Some)

Comments: MORE ATTENTION TO THIS AREA COULD BE PAYED IN FUTURE YEARS. THE MATERIALS DO NOT SUFFER BY THE LACK OF THEM BUT WOULD BE ENHANCED BY THEIR ADDITION

3. The content is multi-ethnic/ multi-racial. ✓ (Much)

Comments: THIS MATERIAL IS MULTI-RACIAL BUT IS NOT SPECIFICALLY MULTI-ETHNIC TO ANY GREAT EXTENT.

Criteria	Completely	Much	Some	Not Much	Not At All
4. Appropriate instructional procedures have been suggested.	✓				
Comments: EXCELLENT IN THIS DIMENSION					
5. The materials can be used with small or large groups.	✓				
Comments:					
A variety of techniques and strategies is incorporated in the program.	✓				
Comments: EXCELLENT HERE.					
The graphics are appropriate		✓			
Comments: COULD USE MORE, WHAT THERE ARE IS APPROPRIATE					
The theoretical framework on which the packet was developed is sound.	✓				
Comments: EXCELLENT					
6. The materials are appropriate for implementation with the following groups:					
Students	✓				

Criteria	Completely	Much	Some	Not Much	Not At All
School Staff	✓	—	—	—	—
Parents	—	—	✓	—	—

Comments: MORE ATTENTION MUST BE PAID, IN FUTURE, TO DEVELOPMENT OF PARENT-SPECIFIC MATERIALS AND ACTIVITIES

10. The materials can be used effectively by:

Students	—	—	—	✓	—
Counselors	✓	—	—	—	—
Teachers	✓	—	—	—	—
Administrators	✓	—	—	—	—
Parents	—	—	✓	—	—

Comments: (AS ABOVE)

11. The organization of the PADS packet is appropriate in:

Sequence	✓	—	—	—	—
Clarity	✓	—	—	—	—
Format	✓	—	—	—	—

Comments: EXCELLENT CLEAR FORMAT

12. The content of the PADS packet is appropriate in:

Objectives	✓	—	—	—	—
Comprehensiveness	✓	—	—	—	—
Skills	✓	—	—	—	—

Criteria	Completely	Much	Some	Not Much	Not At All
School Staff	✓	—	—	—	—
Parents	—	~~—~~	✓	—	—

Comments: MORE ATTENTION MUST BE PAID, IN FUTURE, TO DEVELOPMENT OF PARENT-SPECIFIC MATERIALS AND ACTIVITIES

10. The materials can be used effectively by:

Students	—	—	—	✓	—
Counselors	✓	—	—	—	—
Teachers	✓	—	—	—	—
Administrators	✓	—	—	—	—
Parents	—	—	✓	—	—

Comments: (AS ABOVE)

11. The organization of the PADS packet is appropriate in:

Sequence	✓	—	—	—	—
Clarity	✓	—	—	—	—
Format	✓	—	—	—	—

Comments: EXCELLENT CLEAR FORMAT

12. The content of the PADS packet is appropriate in:

Objectives	✓	—	—	—	—
Comprehensiveness	✓	—	—	—	—
Skills	✓	—	—	—	—

Criteria	Completely	Much	Some	Not Much	Not At All

Comments: _____

16. The content of the following PADS sections is appropriate:

Team Building	✓	—	—	—	—
Understanding Feelings	✓	—	—	—	—
Problem Solving	✓	—	—	—	—
Communications	✓	—	—	—	—
Values	✓	—	—	—	—

Comments: EXCELLENT

1 The Supplemental sections are adequate and appropriate:

Feedback	✓	—	—	—	—
Climate Modifiers	✓	—	—	—	—
Spanish Translations	—	—	—	—	—
Glossary	✓	—	—	—	—
Bibliography	—	—	—	—	—

Comments: _____

Frederick Hanoch McCarty

Consultant

5/8/80

Date

Dr. F. Hanoch McCarty
~~3695 Normanly Road~~
Shaker Heights, Ohio 44120

Address

ATTACHMENT G

INFORMATION PERTINENT TO THE DISSEMINATION
OF PADS PROJECT ACTIVITIES

		Page
1.	Cleveland Public Schools Publications	224
2.	Letters of Appreciation From Various Community Organizations	226
3.	Examples of Newspaper Coverage	231

PADS UPDATE

In our last issue we reported on the PADS program. Since then, the Greater Cleveland Project held a PADS update, reporting on their involvement in the schools.

PADS is now working in all of the Cleveland schools. To work effectively PADS needs the assistance of the school principal and staff. Some schools are more committed to PADS than others.

The PADS program trains young people in "human relations". The training is done in the classroom by PADS staff members. I asked, "Do the students take advantage when the teacher isn't there?". The answer was, "No, they really cooperate, but as usual you have a goof-off who needs attention."

I was also informed of the process PADS uses in working with students. First they use games called "icebreakers" to loosen up the group. One game involves writing your hobbies and interests on paper and then finding other people who have the same interest. Each person who shares your interest then signs his or her name on your paper. After the icebreaker the students and PADS leader discuss student concerns about desegregation, accepting others, prejudice and feelings about their school. Student suggestions brought up in these meetings are shared with administrators so adults know how students feel.

In addition to student training in schools, PADS has been very helpful to Welcome Clubs and the Youth Task Force. PADS now distributes The Student Guide in every junior high school in Cleveland. PADS also is interested in working with parents. Any interested parent can call 441-4941 to find out more.

The future of PADS is bright. Student training is a priority of the Court and the School Board. In addition to their emphasis on "human relations" PADS is now working to train teachers and students about "why and how" desegregation is being done in Cleveland. The Youth Task Force is grateful to PADS for helping hand out The Student Guide, but we are also glad they are working to help students cope in desegregated schools.

BY: Carol Glover

TASK FORCE ON SCHOOL DESEGREGATION

the Student Guide

A Student Voice on Desegregation

Volume II Issue III May 1980

SOUTH HIGH BEACON

The Right Light on News

60th Year, No. 5 | Cleveland, Ohio | May 23, 1980

Programs Assist Busing

By SHERRI LEONARD

Organizations that aid in the desegregation process at South High are P.A.D.S (Pupil Adjustment to Desegregation) and the Community School Communication Coordinators.

P.A.D.S. are a group of Cleveland Public School students who meet and discuss the various aspects of desegregation and how it relates to the individual student.

The Community School Communication Coordinator for South High is Mrs. Josephine Czarnikowski and her co-worker, Ms. Irene Sciborowski. Ms. Czarnikowski's office is located in the main office.

Providing a two-way communication system between students, parents, and the community is the basic goal of the organization. The center also provides information on desegregation to interested students. Ms. Czarnikowski works with other area schools and she is present at South High five days a week. She is presently in the process of setting up meetings between students at East Tech and South High. Ms. Czarnikowski is also looking for student volunteers to answer the phone.

The Greater Cleveland Project
1375 EUCLID AVENUE
CLEVELAND, OHIO 44115
216/566-7117

April 29, 1980

Mr. John Ryan
Project Manager,
P.A.D.S.
6900 Harvard Avenue
Cleveland, Ohio 44105

Dear Mr. Ryan:

We wish to thank you and the three workshop leaders for giving us an opportunity to hear such a frank and informative presentation and discussion of "Student Adjustment to Phase II Desegregation" on April 6th at the Greater Cleveland Project Resource Center.

The workshop participants appreciated the overview of what PADS is actually doing in the schools. The presentation challenged those in attendance to want to volunteer in this very much needed program.

Please express our appreciation to Ruth Skuly, Betty Brown and Elaine Davis.

Sincerely,

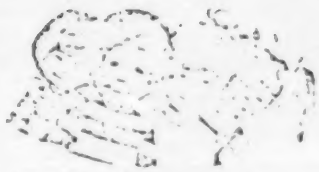
Doris Grant

Doris Grant
TRAINING SPECIALIST

DG:es

CC: Ruth Skuley
Betty Brown
Elaine Davis

CLEVELAND PUBLIC SCHOOLS



EARLY CHILDHOOD EDUCATION

* Child Development
* Kindergarten
* Kindergarten Reinforcement
* Pupil Adjustment

April 30, 1980

MEMO

TO : John Ryan
Pupil Adjustment in a
Desegregated Setting

FROM: Christine F. Branche

The P.A.D.S. involvement in the "Affirmative Education" staff workshop for the Kindergarten Department at William D. Howells on Friday, April 25th, was outstanding!

The pre-planning by Sheilah Williams and Charlotte Stevens with our support staff of consultants was practical and creative. The resulting Kindergarten activities book is unique for a system undergoing the desegregation transition process with young children. The staff development file provided for each staff member will become a reservoir for continual additional information and activities in the classroom. Sheilah was in excellent form with the group. The P.A.D.S. team members provided a friendly yet provocative set of activities in the small group sessions.

It was indeed a plus for the entire staff to have personal exposure to your staff goals and objectives. This should facilitate the training process both in terms of your activities and the continuous follow-up necessary to secure a positive transition for fall. We will remind staff to send in the appropriate forms and any new activities they find helpful.

Thank you and your staff for a job well done in a truly affirmative spirit. We look forward to a continuing cooperative relationship on behalf of kids!

CFB:ebj

XC: Margaret Fleming
Charlotte Stevens
Sheilah Williams

ECOS
DE CLEVELAND
'Ohio's Largest Spanish Language Newspaper'
published by Original Communications, Inc.
2144 W. 25th St., Cleveland, Ohio 44113
(216) 861-0800

June 20, 1979

Mr. John Ryan, Project Manager
P. A. D. S. Program
Cleveland Public Schools

Dear Mr. Ryan:

I have read the material on the P. A. D. S. Program. I think that the material is appropiate for such a program and also I feel that it is very appropiate to use with students from spanish speaking families.

From the reading of this material it seems to be an innovative program which students and the community will greatly benefit from.

I must congratulate you for the forthsight to implement such a program in the Cleveland School System.

Best wishes in the program.

Sincerely yours,

Victor Alvarado
Editor

VA/ec

CLEVELAND STATE UNIVERSITY
CLEVELAND, OHIO 44115

MULTICULTURAL EDUCATION CENTER

(216) 687-4606

April 19, 1979

Mr. John Ryan
PADS Program
6900 Harvard Avenue
Cleveland, OHio 44105

Dear Mr. Ryan:

On behalf of the Multicultural Education Center, I would like to express my gratitude for your participation in our first Multicultural Education Day at Cleveland State University. Everyone agreed that it was a tremendous success and your participation made it so.

We have been asked to make this an annual event. We do hope that you can join us again next year.

If we can be of any assistance to you please let us know. We are grateful for your presence in the Greater Cleveland area.

Sincerely,

Antoinette Wiggins

Dr. Antoinette Wiggins
Director, Multicultural
Education Center

AW:ra

APPENDIX A

MULTICULTURAL EDUCATION DAY
LIST OF DISPLAY TABLE PARTICIPANTS
Thursday, April 4, 1979

Mrs. Yoshiko Baker
Japanese American Citizen's League

Mrs. Gloria Bemer
Kentucky Elementary School

Dr. Karl Bonutti
Cleveland Ethnic Heritage Studies Program
Cleveland State University

Mrs. Elda Borroni,
Cleveland Central Catholic High School

Dr. Elisa Fernandez Cambria
Modern Language Department
Cleveland State University

Father Stanley Christo Bartkus
Byzantine Ruthenians of America

Career Education Program
Cleveland Public Schools
Oliver J. Jones, Director
Cleveland Board of Education

Children's Services
Cuyahoga County Public Library
Public Libraries of Greater Cleveland

PADS
Pupil Adjustment in a Desegregated Setting
Cleveland Board of Education
ESEA IV-C

Mr. John D. Cimperman
Cleveland Landmarks Commission and
The Cleveland Restoration Society

Clubdate Magazine Staff for
Hurray for Black Women

Community Relations Board
City of Cleveland

Mr. Timothy Feng
Case Elementary School

Mrs. Darlene Gay/Mrs. Peggy Romero
Cleveland Indian Education Services

Mrs. Marianna Golembiewska/Mrs. Mary Zavada
Polish Language School
Educational. Lodge 1786
Polish National Alliance

The Greater Cleveland Ethnographic Museum

Hellas Club
Chris Kantounatakis, President
Cleveland State University

Dr. Lillian Hinds
Specialized Instructional Programs
Cleveland State University

Dr. John Hong, President
The Korean Association of Greater Cleveland

Lithuanian Culture

Ms. Marin Lobins
African/Indian

Ms. Joanne McKenna, Executive Director
Greater Cleveland Association of
Arab Americans

Dr. Nicholas Moutafakis
St. Paul's School
St. Constantine School
St. Demetrious School

J. D. Nobel
The Council on Human Relations

Mr. Horace Nowell
The Greater Cleveland Project

Mr. Tadeusz Brian Paaul
The Slavic Village Association

Mrs. Georgia Pappas/Mrs. Irene Kostakis
Greek School of Annunciation
Greek Orthodox Church

Mrs. Conchita Romero
Mosaico Mexicano

Peoples & Cultures

(Over)

THE PLAIN DEALER, SUNDAY, DECEMBER 17, 1978 SECTION TWO—7W

Pupils in circle game discover desegregation

By Christopher Jensen

Social studies teacher Allen Able is showing his pupils "The Silent Story," a series of drawings about a circle which wants to become friends with a group of triangles. But the circle fails because it is different.

Able's ninth grade class at A.B. Hart Junior High, 3901 E. 74th St., watches attentively. They are interrupted only by a coin dropping, a stack of books sliding from beneath a desk to the floor, and one pupil in the rear who plaintively cries "I can't see."

Later, they discuss what they believe was the meaning of it all.

"It's about someone being different than everyone else but wanting to be friends with them just the same," suggested Jason Setses. "But they wouldn't have him."

"It's like a girl trying to fit in with all boys or a boy trying to fit in with all girls," offered Valerie Hudson.

"They gave him the cold treatment because the circle was not like one of them," explained Kevin Lonay Monson.

The integrated class of about 30 pupils quickly sized up the discrimination aspect of the exercise. But no one linked it to desegregation — at least not openly — and that was what it was all about.

"I don't make a big announcement, its more subtle," Able said "But they are learning to appreciate each other more."

The "Silent Story" was one of a series of exercises being tried in eight schools. It is part of a federally financed effort to develop some human relations tactics which will help during desegregation, said John Ryan, who is in charge of the Pupil Adjustment in a Desegregated Setting (PADS) project.

Only about 2,000 pupils in the South High and East Tech clusters have been participating in the exercises, which are usually squeezed into regular classes at appropriate spots. Able's exercise, for example, followed a discussion on types of conflict.

The various techniques are evaluated by the teachers, one official said, who gauge their pupils' responses. In addition, there is an advisory commission which includes some parents.

"It seems to be working," said Rose Reynolds, president of the East Technical High School PTA. "For one thing, I feel this helps them bring out their feelings towards one another. You learn to be honest, so they can relate to one another that we are all human, we have feelings."

Officials said the program is aimed at developing new and effective human relations strategies, not serving as many youths as possible.

The results of the program should be available in June, Ryan said, not only to the Cleveland schools but any other district faced with desegregation. Dr. John P. Nairus, the directing supervisor for compensatory educational programs, said some of the PADS information is already available to officials planning a human relations program for Cleveland.

The Neighborhood News

THE GARFIELD HEIGHTS TRIBUNE

HOME DELIVERED IN SOUTHEAST CLEVELAND, GARFIELD HEIGHTS, NEWBURGH HEIGHTS, CUYAHOGA HEIGHTS, INDEPENDENCE AND VALLEY VIEW SINCE 1923

I YEAR | CIRCULATION 22.000 | 8120 HARVARD AVE., AT BROADWAY | WEDNESDAY, JANUARY 10, 1979 | 441-2141

PADS seeks local parent participation at workshop

John J. Ryan, Project Manager of the Pupils Adjustment in a Desegregated Setting has issued an appeal to parents of area students to attend a PADS workshop at the Holiday Inn, E. 22 and Euclid Ave. on Thursday, Jan. 18 from 9 a.m. to 3:30 p.m.

The meetings are designed to help parents and students and to share experiences and provide the leadership with setting up effective programs.

"We need more representation from parents of students attending South High, A.B. Hart Junior and Union Elementary Schools as well as Fullerton School," added Mr. Riley. Students from the 6th, 7th, 9th and 10th grades are involved in the programs.

Local leaders participating in the workshop included Mrs. Nicolene Slempa of Newburgh Hts.; Sister Barbara Green, principal of St. John Nep. School and Mrs. Josephine Czarniakowski. All interested parents should contact Mr. Riley at 341-0877 or see him at his PADS office, at Harvard Elementary School, 6900 Harvard Ave.

ATTACHMENT G-3 - continued

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will prepare the duck and pork chop dinner with dumplings starting at 6:30 p.m. Music will be by Al Tenbrook with vocalist Joe Klir. Music begins at 7:30 p.m.

For reservations and details, call 883-4760.

Benefit Party

The Ladies Auxiliary of St. Wenceslas Church, 17825 Libby Rd., Maple Heights, will hold a supper card party at the church hall on Sunday, June 4 starting at 6 p.m. All proceeds go to help the Paraclete Fathers in their work with aged and incapacitated priests. Public welcome.

Anniversary

The Polish American Golden Agers will celebrate their 25th Anniversary with a dinner on Tuesday, June 6 at P.N.A. Hall, 7205 Fullerton, at 1 p.m. For reservations, call MO2-6462 before June 2.

Club Cook-Out

Members and guests of Chapter 11 of Remarrieds Inc. plan a cook-out in the park on Sunday, June 4th starting at noon. Bring your lunch and supper and games you enjoy to share with others. For exact location and reservation please contact Mrs. Carl Ponicki at 676-8342.

PEOPLE IN THE NEWS

Mrs. Collen Derfel and Mrs. Bernadine Langwood installed the officers of the VFW Post No. 5801 Auxiliary last Monday. Taking the oath were Fanny Soukup, president; Mrs. Frances Glowik and Mrs. Sally Zakrejsek, vice presidents; Mrs. Collen Derfel, secretary; Mrs. Fanny Soukup, treasurer, Mrs. Ann Tomek, chaplain and Mrs. Josephine Zelenka, conductress. After the ceremony Audrey Sweeney was presented a 25-year membership pin.

The Senior Citizens of University Settlement will hold their regular meeting on Thursday, May 25.

Birthdays will be celebrated by the following members: Sophie Klafchinski, Florence Krasinski, Loretta Makowiecki, Helen Moszczynski, Stefania Rudnicki, Alex Myslinski, Frank Smith, Daniel Yahrous, Helen Yanzetick and Janet Bukowski.

BE FIRE ALERT Always

Desegregation workshop set at Harvard School

The Pupils Adjustment in a Desegregated Setting (PADS) Program is a pilot ESEA Title IV-C project whose objective is to develop materials and procedures to help pupils in their adjustment to a desegregated setting at the 6th, 7th, 9th and 10th grades. As a part of the program, Parent Workshops are planned.

The next parent workshop is scheduled for Thursday, May 25 from 7:00 p.m. to 9:00 p.m. at Harvard Elementary School in Room 102.

During the meeting parents will be offered:

1. Information about the PADS Program as it relates to the overall desegregation plan.

2. An opportunity to experience some of the PADS activities planned for students.

3. A chance to offer suggestions and reactions to the PADS Program.

4. An opportunity to become acquainted with other participating parents.

Any parent who has a child in the South High area (elementary, junior high, or senior high) is asked to attend. The program will focus on the 6th, 7th 9th, and 10th grades PADS activities.

For additional information, please call the PADS office at 341-0877.

5217 BROADWAY
Next to St. Alexis Hospital

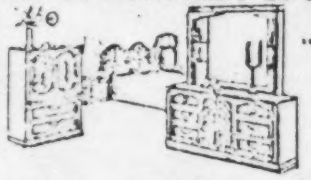
OPEN SUNDAY 12 NOON to 5

PHONE 441-4500

OPENING

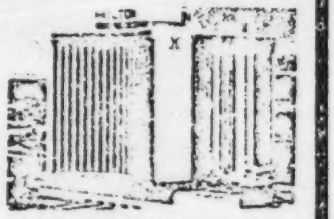
Come see Cleveland's newest and one of the most beautiful furniture stores in town! Don't miss seeing our complete rooms of furniture to give you a great idea how your selection will look in your own home! Free gifts ... and out-of-this-world values! Register for the wonderful trip for 2 to Las Vegas for the time of your life!

JUST A FEW OF HUNDREDS OF BIG BARGAINS!



"Singer" Chestnut finish
4-Pc. BEDROOM
SAVE! $397

Includes a triple dresser, hutch, framed mirror, 5 drawer



WIN
A TRIP FOR 2
to LAS VEGAS

No purchase necessary ... just come in and register for drawing! Trip includes round-trip air

Perfect Settings

See our beautiful selection of precious and semi-precious stones. We specialize in unique setting designs. Engraving ...watch repairing.

Brentwood honors workers

The Brentwood Hospital will honor more than 100 volunteers for their service during the past year. The awards will be presented at a dinner at Stouffers Somerset Inn on Wednesday, May 31.

Among the area residents being honored include:

Mrs. Antionette Wierzchowski, 3,800 hours and Mrs. Joan Symkowski, 300 hours, (both of Garfield Heights); Mrs. Sue Garra (100 hrs.) Newburgh Hts.; from Cleveland: Mrs. Mildred Zolda, 3,600 hours, Mrs. Hattie Sobolewski, 2,600; Mrs.